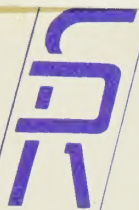


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BARRIERS TO EDUCATION
AND JOB RETRAINING
FOR HAMILTON AREA WOMEN

CAREER RESOURCE CENTRE
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**BARRIERS TO EDUCATION AND JOB RETRAINING
FOR HAMILTON AREA WOMEN**

Prepared by:


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For the:

Women in Education Group



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BARRIERS TO EDUCATION AND JOB-RETRAINING FOR HAMILTON AREA WOMEN

CHAPTER 1: INTRODUCTION AND METHODS

1.1 Introduction and Background

In the spring of 1986, Social Data Research Ltd. was contracted by the Women in Education Group to carry out a survey in the Metropolitan Hamilton area (i.e., includes Burlington, Dundas, Ancaster, etc.) to assess the need for and participation of women in academic and job retraining courses.

The focus of this report is on the barriers that make it difficult for women to take academic courses or to get job retraining. Of particular concern is the lack of information on courses and educational institutions in the Hamilton area.

1.1.1 Background to the Survey

i) Women in the Labour Force

There has been a dramatic increase in the number and proportion of women in the labour force since the 1970s. The number of women engaging in work outside the home almost doubled between 1970 and 1986. Between 1970 and 1983, the number of women in the labour force rose by 2.3 million and their labour force participation rate* increased from 38% to 53%. During the same time, the number of men in the labour force increased by only 1.5 million and the male participation rate actually declined. As a result, in 1983, women constituted 42% of the total labour force, up from 34% in 1970 (Statistics Canada, 1985: 40).

Although more and more women are entering the paid labour force, they continue to be concentrated in a small number of occupations and industries. Most women work in occupations in which they have traditionally been the majority. For example, in 1983, 77% of all women in the labour force worked in just five occupational groups -- clerical, service, sales, medicine and health, and teaching. As well, females in paid employment are concentrated in the service sector (i.e., community, business or personal service industries) and finance, insurance and real estate (Statistics Canada, 1985). These sectors have been the

* Participation rates are the number of individuals in the labour force expressed as a percentage of the total population aged 15 and over.

industries of greatest growth in employment since the 1970s.

Some progress has been made, however. Women have increased their share of jobs in all occupational groups. For example, between 1975 and 1983, the proportion of employed women who were managers nearly doubled, increasing from 3% to 6% (Statistics Canada, 1985: 44). Still, female income continues to lag well behind male income. In 1982, for example, the female average income was 53% of the male average income (Statistics Canada, 1985: 64). As well, women employed in the same occupations as men, taking into consideration differences in other income-related factors, earn less than their male counterparts (Denton and Hunter, 1984).

As more and more women have entered the labour force, a number of trends have occurred which relate to the type and nature of work that women do. First, developments in microelectronics, computer and other high technology fields are bringing about a transformation of the workplace (Science Council of Canada, 1980; Labour Canada, 1982). With the introduction of the microprocessor, many tasks associated with clerical, stenographic and other office occupations, as well as jobs in retailing, are becoming computerized. In recent years, there has been an actual decrease in the number of clerical positions. Unless workers are trained or retrained in the skills required by technological change, their competitive position may deteriorate (Skolnik, 1983). Second, recent changes in the growth of certain industries and occupations within these industries have resulted

in an imbalance in the supply and demand for labour in the 1980s. For example, there has been a recent increase in commercial service occupations and a decline in occupations in the goods-producing industries. Also, the growth of public sector occupations has not kept pace with the growth of the economy as a whole. Third, there has been a shortage in the supply of skilled trades persons in the 1980s, and a subsequent re-emphasis on manpower training programs. These changes in the demand for labour in the 1980s have had an effect on the types of occupations that women are entering (Employment and Immigration Canada, 1981; Economic Council of Canada, 1982; Wannell, Picot and Lynd, 1986).

ii) Education and the Labour Market

Education has long been viewed as a path to economic success, including employment, occupational status, earnings and promotion. Education has also been shown to have a relationship with the male-female earnings gap: the earnings gap is smaller for women with post secondary education. Perhaps partly as a consequence of this, more and more women in recent years have been using formal education as a means to improve their job opportunities upon entrance to the labour force or once they are employed. There is an extensive net of universities and community colleges across Canada that offer either full or part-time studies and, between 1970/71 to 1982/83, the number of women attending universities and colleges increased to the extent that nearly one-half of all those earning degrees or diplomas are now

women. As well, there has been a dramatic increase in the number of part-time students, and women are more likely to be part-time students than men.

While the majority of women continue to earn their diplomas and certificates in traditional fields of study (arts, secretarial science, community and social services, education and nursing), the percentage is declining. The percentage of women graduating in male-dominated fields (such as business and engineering) is growing (Statistics Canada, 1985: 26).

In an attempt to meet the changing occupational requirements in the labour market and to address the shortage of skilled workers in Canada, Employment and Immigration Canada offers a wide range of training under the National Training Program. Two avenues are available, one institution-based and the other employer-centered. This program is administered through the Canada Employment Centres across Canada.

The National Institutional Training Program involves the purchase of courses from community colleges and vocational schools. The types of institutional training courses offered may fall under any one of the following: skill training, language training, basic training for skill development, job readiness, training, work adjustment training, occupational orientation and apprenticeship training (Employment and Immigration Canada, 1984).

In 1982/83, 26% of the persons enrolled in full-time Institutional Training were women and 23% of the persons enrolled in the Industrial Training program were women. Women comprised only 3% of those enrolled in apprentice courses (Employment and Immigration, 1984).

iii) In Summary

Over one-half of all adult women are in the labour force. Most employed women work in a small number of traditional occupations and are concentrated in the service and trade and finance industries. In the recent past, the type and nature of work that women do have been changing due to developments in microelectronics, computer and other high technology fields. Those employed in these occupations require training to acquaint them with the new technologies. Education has long been thought to be a route to better jobs, promotion and higher wages. Women are now enrolling in academic institutions in the same numbers as men (at least at the undergraduate level). Their participation, however, in training programs offered through Employment and Immigration Canada lags behind that of men by almost four to one. Only 3% of all those enrolled in apprenticeship courses for the skilled trades are women.

1.1.2 Education in Hamilton

This study was motivated by three important facts. First, the average level of education of men and women in Hamilton-Wentworth is less than the average for all men and women in Canada. The percentage of men (37%) and women (34%) in Canada with at least some post secondary education is about three percentage points higher than for men (34%) and women (31%) in Hamilton.

Second, women in Hamilton-Wentworth have lower levels of education than do men (31% vs 34% respectively) (Statistics Canada - 1; Microfilm 500-205 - C; 1981 Census (93-930)).

Third, the proportion of persons in Hamilton aged 17 and over who are enrolled in adult education courses lags behind that of other major cities in Canada, despite there being both a university and a community college located within the city. According to the Survey on Adult Education in Canada entitled "One in Every Five (1984: 5) prepared for the Secretary of State, Hamilton has the lowest rate of participation in adult education* of all metropolitan area cities in Canada (14% versus 19%, for all Metropolitan areas in 1983).

In 198_, a group of concerned educators and other interested Hamilton residents formed a steering committee to investigate why

* Adult education is defined as all organized educational activities -- everything from job-related training to hobby courses -- taken outside of a full-time program.

it is that women in the Hamilton area are not utilizing the educational opportunities available to them to further their education and/or to take job re-training courses.

The committee met with women presently enrolled in courses, and those considering enrolling in courses. Over and over again, these women spoke of the "barriers" to continuing education that women face. The "barriers" mentioned can be classified into two types -- structural barriers and social psychological barriers.

Structural barriers mentioned included:

- lack of money
- problems with day care
- lack of time
- shift-work
- physical handicaps
- age
- problems with transportation

Social psychological barriers mentioned included:

- lack of self-esteem
- lack of personal control
- lack of assertiveness
- tension
- depression

- guilt over other conflicting roles such as being a wife and/or mother
- lack of social support

Consequently, the committee began to focus on the question: to what extent do these barriers to education and job retraining exist in the Hamilton area?

In 1986, the committee applied for and received a grant from the Secretary of State to assess the need for and participation of women in academic and job retraining courses in the Hamilton area. It is the intent that the information gained from this study will contribute to appropriate action by educational institutions and other related agencies to help women overcome these barriers to education.

1.2 Methodology

A survey was conducted over the telephone with a random sample of 400 women over the age of 18 who were selected using random digit dialing. The questionnaire (see Appendix A) was about fifteen minutes in length and included questions on:

- o present educational status;
- o interest in continuing education courses or job retraining courses;
- o barriers to education or job retraining including:
 - i) structural barriers (i.e. financial concerns, lack of information)
 - ii) social psychological barriers (i.e. low self-esteem, lack of support from significant others);
- o background and social demographic information.

The response rate was 52% of the eligible households contacted (see Table 1.2).

TABLE 1.2

Telephone Survey Results of Women's Education
April 1986

Status	(N)	%
Completed	(400)	52
Incomplete	(2)	0
Language Difficulty	(33)	4
No Answer	(64)	8
Refused - General	(184)	24
Refused - Health Reasons	(20)	3
Refused - Because of Age (i.e. "too old")	(70)	9
TOTAL Eligible Telephone Contacts	(773)	100
Number Not in Service	(144)	
Business Numbers	(135)	
Ineligible - No Female in Household	(112)	
TOTAL Telephone Contacts	(1164)	

CHAPTER 2: A PROFILE OF A SAMPLE OF HAMILTON AREA WOMEN

2.1 Demographic Characteristics of a Sample of Hamilton Area Women

i) Age

The respondents range in age from eighteen to eighty-one.

By age:

10% were 18 - 24;

29% were 25 - 34;

25% were 35 - 44;

14% were 45 - 54;

15% were 55 - 64;

7% were 65 +;

1% refused to give their age

ii) Marital Status

Over three-quarters of the respondents are married (77%); 8% are single; 6% are widowed and; 9% are separated or divorced.

iii) Children at Home

Fifty-six per cent of the respondents have children living at home. Of these, 40% (N = 90) have one child; 42% (N = 95) have two children; 13% (N = 29) have three children; 5% (N = 10) have four or more children living at home. Almost three-quarters (72%, N = 162) of respondents with children have children under the age of 12, and one-third (35%, N = 78) have preschool aged children.

iv) Educational Attainment

One-third of the respondents did not complete secondary school. A second third (35%) completed secondary school and one-third have some post-secondary education, including some community college (5%), completed community college (12%), some university (4%), completed university (8%) or a post-graduate degree (4%) (see Table 2.1).

v) Employment Status

Fifty per cent of the respondents are employed outside the home, either full-time (33%) or part-time (17%). Another 41% are homemakers; 4% are full-time students; and the remainder are either unemployed or retired (5%).

vi) Occupation

Of those employed outside the home (N = 201), 53% of the respondents are employed in clerical or sales and service occupations; 7% are employed as professionals or in high-level management positions; 26% are semi-professionals (i.e., teachers, nurses), technicians, middle managers or supervisors; and 13% are in manual occupations (see Table 2.2).

TABLE 2.1

Educational Attainment of Hamilton Area Respondents	Percentage
<hr/>	
Elementary School	8
Some Secondary School	25
Completed Secondary School	35
Some Community College	5
Completed Community College	12
Some University	4
Completed University	8
Post Graduate Degree	4
Other	1

Total N = 400

TABLE 2.2

Occupations Outside the Home of Hamilton Area Respondents	Percentage
Professionals	3
High-Level Management	1
Semi-Professionals	7
Technicians	2
Middle Management	4
Supervisors	1
Skilled Clerical and Sales	8
Skilled Crafts and Trades	0
Semi-Skilled Clerical and Sales	13
Semi-Skilled Crafts and Trades	2
Unskilled Clerical and Sales	6
Unskilled Manual	4
Farm Labourer	1

Total N = 201

The occupational classification used here is based on the Pineo, Porter, McRoberts' scale, which is on classification of the four-digit CCDO codes (Canadian Classification and Dictionary of Occupations) (see Pineo, Porter and McRoberts, 1977).

vii) Total Family Take-Home Income

There is a fair amount of variation in the total family take-home yearly income reported by the Hamilton area respondents:

- o 10% have incomes of \$ 10,000 or less;
- o 14% have incomes of \$ 10,000 - \$ 20,000;
- o 20% have incomes of \$ 20,000 - \$ 30,000;
- o 22% have incomes of \$ 30,000 - \$ 40,000;
- o 15% have incomes of \$ 40,000 - \$ 50,000;
- o 7% have incomes of \$ 50,000 - \$ 60,000;
- o 7% have incomes of \$ 60,000 +;
- o 5% refused to answer or did not know.

viii) Location

The respondents live across the Hamilton area in these proportions:

- o 24% live on the Hamilton mountain;
- o 13% live in downtown or west Hamilton;
- o 17% live in the east-end of Hamilton;
- o 19% live in Burlington;
- o 9% live in Stoney Creek, Winona or Grimsby;
- o 5% live in Dundas or Freelton;
- o 3% live in Ancaster;
- o 3% live in Waterdown;
- o 4% live in Mount Hope, Lyden, Caledonia or Binbrook.

2.2 Social-Psychological Characteristics of a Sample of Hamilton Area Women

2.2.1 Introduction

In this study, an attempt is made to measure a number of social-psychological characteristics that are thought to influence women's decisions to continue their education or to get job retraining. These are:

- i) self-esteem;
- ii) personal control;
- iii) depression;
- iv) tension;
- v) assertiveness;
- vi) guilt;
- vii) social support.

To measure these constructs, standard multi-item indices are used, since a multiple item indicator provides a more stable and reliable measure of a complex construct than does a single-item indicator.

2.2.2 A Profile of the Social-Psychological Characteristics of a Sample of Hamilton Area Women

i) Self-Esteem

Self-esteem is measured with a seven-item scale (see Question 31, items g to m) taken from the "How I Feel" scale developed at the Social Psychiatry study centre of the University of Chicago (Peterson and Kellam, 1977). Respondents are asked whether they "agree, neither agree nor disagree, or disagree" with a set of seven statements. The items are scored from 1 to 3 and summed. Scores range from 7 to 21, with higher scores indicating a greater level of self-esteem. The alpha (reliability) coefficient for this measure is .60. The respondents generally show a high level of self-esteem. Table 2.2.1 shows that 69% of the women surveyed had a score of 21 on this scale.

ii) Personal Control (Mastery)

To measure the extent to which subjects feel in control of their lives, the "Mastery Scale" developed by Pearlin and Schooler (1978) is used (see Question 31, items a to f). Respondents are asked whether they "agree, neither agree nor disagree, or disagree" with a set of six items. The items are scored from 1 to 3 and summed. Scores range from 6 to 18, with higher scores indicating a greater level of personal control. The alpha coefficient for this measure is .65.

Table 2.2.1 shows variations among the respondents in the extent to which they feel in control of their lives. Thirty-nine per cent of respondents feel in complete control; 30% feel in control; 22% feel somewhat in control and; 9% feel little control over their lives.

iii) Depression

The measure of depression used here is based on a scale developed by the Centre for Epidemiological Studies, Depression Scale (CES-D). This scale is designed to measure an individual's current level of depression symptomatology, with emphasis on depressed mood. On a three-point scale ranging from "rarely" to "most of the time", respondents are asked to indicate "how often you felt like this during the past few weeks" (see Question 32, items a to e). Items are scored from 1 to 3 and summed. Scores range from 5 to 15, with higher scores indicating a greater level of depression. The alpha coefficient for this measure is .46. Table 2.2.1 shows that most respondents indicate low levels of depression. Most of the women surveyed show scores of 5 (24%), 6 (24%) or 7 (28%). One-quarter of the respondents have scores of 8 or more.

iv) Tension (Anxiety)

Tension is measured with a set of six items (see Question 32, items f to k). These items are part of a larger scale called the "How I Feel" mentioned earlier. On a three-point scale

ranging from "rarely" to "most of the time", respondents are asked to indicate "how often you felt like this during the past few weeks". Items are scored from 1 to 3 and summed. Scores range from 6 to 18, with higher scores indicating a greater level of tension. The alpha coefficient for this measure is .73. Table 2.2.1 shows that 35% of the respondents have low tension levels; 33% are somewhat more tense and 32% indicate tension scores of 10 or more.

v) Assertiveness

Assertiveness is measured with a four-item scale. Respondents are asked if they have "no difficulty", "some difficulty" or "a lot of difficulty" speaking out; talking about concerns with others; expressing a point of view and debating it confidently with others; and standing up for what you believe in (see Question 33). Items are scored from 1 to 3 and summed. Scores range from 3 to 12, with higher scores indicating a greater level of assertiveness. The alpha coefficient for this measure is .78. Table 2.2.1 shows a range in assertiveness. Forty-three per cent of the respondents have scores of 12, indicating a high level of assertiveness; 17% have a score of 11; 18% have a score of 10; and 23% have a score of 9 or less.

vi) Guilt

A measure is constructed to address the extent to which women feel "guilty" over their conflicting roles. Respondents are asked whether they "never", "sometimes" or "often":

- a) feel bad when you're not there when others need you;
- b) feel guilty when you are doing one thing and you should be doing another;
- c) feel that what you are doing is at the expense of others;
- d) feel that you have to do what is best for you and others will just have to wait.

Items are scored from 1 to 3 and summed. Scores range from 3 to 12, with higher scores indicating a greater level of guilt. The alpha coefficient for this measure is .52. Most of the respondents indicate some guilt over their conflicting responsibilities. Thirty-one per cent of respondents have low scores on the guilt scale; 51% of respondents indicate some guilt; and 18% of respondents have a high guilt score.

vii) Social Support

To measure social support, an instrument adapted from the work of Kaplan (1977) and Turner et. al. (1983) that employs a story-identification technique is used. Each of the four story-sets contains three vignettes that describe individuals with varying levels of support. Respondents were asked to identify themselves with the vignettes by responding on a five-point scale. Each set is scored so that higher scores indicate greater support, and scores on the four items are summed. Scores range from 4 to 12, with high scores indicating greater social support. The measure has shown to be reliable by Turner et. al. (1983) and, for this study, the alpha coefficient is .47. The vignettes

appear as Question 35 in the questionnaire. Table 2.2.1 shows that the vast majority of respondents indicate support from their family and friends. Twenty-nine per cent have a score of 12; 25% have a score of 11; 20% have a score of 10. One-quarter (26%) of the respondents have a score of less than 10.

TABLE 2.2.1

Social-Psychological Characteristics of a Sample of
Hamilton Area Women

Social-Psychological Characteristics	(N)	%
<u>Self-Esteem</u>		
lower self-esteem (11 to 20)	(125)	31
high self-esteem (21)	(275)	69
<u>Personal Control</u>		
little personal control (6 - 11)	(36)	9
(12 - 15)	(88)	22
(16 - 17)	(118)	30
in complete control (18 +)	(158)	39
<u>Depression</u>		
low depression (5)	(95)	24
(6)	(95)	24
(7)	(111)	28
high depression level (8 +)	(99)	25
<u>Tension</u>		
low tension (6 - 7)	(141)	35
(8 - 9)	(132)	33
high tension (10 +)	(127)	32
<u>Assertiveness</u>		
low (9 or less)	(91)	23
(10)	(72)	18
(11)	(66)	17
high (12)	(171)	43
<u>Guilt</u>		
low (4 - 6)	(124)	31
(7 - 8)	(206)	51
high (9 +)	(70)	18

TABLE 2.2.1 (con't)

Social-Psychological Characteristics of a Sample of
Hamilton Area Women

Social-Psychological Characteristics	(N)	%
<u>Social Support</u>		
low (less than 10)	(105)	26
(10)	(80)	20
(11)	(98)	25
high (12)	(117)	29

Total N = 400

CHAPTER 3: EDUCATIONAL PROFILE

3.1 Present Educational Status

i) Presently Enrolled in an Academic or Job-Related Course

Nine per cent of the respondents (N = 35) are presently enrolled in an academic or job-related course. Four per cent are full-time students and the remaining 5% are attending part-time (see Table 3.1)

ii) Course Provider

The courses taken are being sponsored mainly by McMaster University (25%, N = 9), Mohawk College (43%, N = 15) or another university or college (14%, N = 5). Seventeen per cent (N = 6) of the respondents are taking an academic or job-related course provided by an institution other than a university or community college.

iii) Field of Study

The most common fields of study are business (26%, N = 9) and health sciences (14%, N = 5) at a community college, and social sciences (11%, N = 4) and humanities (9%, N = 3) at a university.

iv) Duration of Course

The courses varies from one week to over five years in duration.

v) Reason for Taking an Academic or Job-Related Course

The most important reason for taking this course, as reported by two-thirds (63%, N = 22) of the respondents, is "to improve job opportunities". The other one-third (29%, N = 10) mentioned "for personal interest and development" as the most important reason for taking the course.

vi) Fees

Almost one-half (46%, N = 16) of the respondents presently enrolled in a course paid for the course themselves. Course fees were also covered by employers (17%, N = 6), family (11%, N = 4), manpower (11%, N = 4), student loans (9%, N = 3) and other sources (6%, N = 2).

3.2 Considering Taking an Academic or Job-Related Course

Twenty-three per cent (N = 93) of the respondents are presently considering taking an academic or job-related course (see Table 3.1). Another 29 per cent of the Hamilton area women had considered taking an academic or job-related course at some point in the past.

Respondents who had considered taking an academic or job-related course in the past were asked if they had, in fact, taken that course. Almost one-half (45%, N = 53) indicate they enrolled in the considered course. This course was taken by sixty per cent (N = 32) of these respondents since 1980.

Respondents who had not taken the academic or job-related course they considered were asked why they did not enroll in this course. One-third (N = 64) mention family responsibilities; 11% (N = 7) mention lack of time; 6% (N = 4) mention financial reasons; 6% (N = 4) say the course was not suitable; and 6% (N = 4) say they did not qualify.

Thirty-eight per cent of the respondents have never considered taking an academic or job-related course. When asked why they have never considered continuing their education, these respondents give the following reasons:

- o 19% (N = 28) said they are not interested;
- o 16% (N = 24) mention family responsibilities;
- o 13% (N = 20) mention lack of time;

TABLE 3.1

Percentage of Hamilton Area Respondents Who are
Enrolled in, or Considering Enrolling in an Academic or
Job-Related Course

Present Educational Status	(N)	Percentage
Presently Enrolled in an Academic or Job-Related Course	(35)	9
Presently Considering Enrolling in an Academic or Job-Related Course	(93)	23
Have Considered Enrolling in an Academic or Job-Related Course		
- Took Course	(53)	13
- Did Not Take Course	(64)	16
Have Never Considered Enrolling in an Academic or Job-Related Course	(150)	38

Total N = 400

- o 13% (N = 20) said they are satisfied with the status quo;
- o 9% (N = 14) gave age as a reason;
- o 6% (N = 10) mention work responsibilities;
- o 5% (N = 7) said they have enough schooling already;
- o 5% (N = 6) gave health reasons;
- o 14% (N = 21) gave other reasons.

ii) Type of Course Considered

The type of course most frequently considered now or in the past is a job-related course (52%, N = 107), followed by an academic course (28%, N = 58) or other course (12%, N = 24). Eight per cent (N = 16) said they didn't know.

iii) Field of Study Considered

The fields of study most frequently considered now or in the past at a community college or trade and vocational school are business courses (32%, N = 53), health sciences courses (16%, N = 27), engineering courses (8%, N = 13), social science courses (7%, N = 11) and other courses (7%, N = 12).

Fields of study under consideration at a university include social sciences (5%, N = 8), humanities (3%, N = 5), commerce (3%, N = 5), health professions (3%, N = 5) and other (4%, N = 6).

Five per cent (N = 8) of respondents who are considering or have considered taking an academic or job-related course are

interested in educational upgrading courses. Seven per cent mention another job-related course.

iv) Type of Institution Considered

The type of institution offering a course considered by the respondent varies. For example:

- o 40% (N = 68) are interested in a course offered by Mohawk College;
- o 13% (N = 22) are interested in a course offered by McMaster;
- o 16%, (N = 26) are interested in a course offered by another university or community college;
- o 7% (N = 12) are interested in a course offered by the board of education;
- o 12% (N = 20) are interested in a course offered by an "other" institution and;
- o 10% (N = 17) do not know the type of institution that may offer their considered course.

v) Full or Part-Time Course Considered

Sixty per cent (N = 48) of those considering a course (or who have considered a course) are interested in a course which is offered on a part-time basis. Twenty-nine per cent (N = 48) are considering a full-time course and 10% (N = 17) do not know if the course considered is full-time or part-time.

3.3 A Comparison of the Background, Demographic and Social-Psychological Characteristics of Hamilton Area Women Enrolled In, Having Taken, Considering or Had Considered, or Not Considering an Academic or Job-Related Course

This report concerns the barriers that Hamilton area women face in attempting to upgrade their education. Research in the area of educational attainment has shown that background and demographic characteristics play a role in the level of education attained. This section of the report will examine differences in the background, demographic and social-psychological characteristics of the five groups of respondents -- those presently enrolled in an academic or job-related course; those who took an academic or job-related course in the past; those considering taking an academic or job-related course; those who considered an academic or job-related course in the past; and those who have never considered an academic or job-related course.

The analysis will be presented in terms of a profile of each of these groups of women (see Tables 3.2 to 3.8).

i) Women Presently Enrolled in an Academic or Job-Related Course

Respondents who are presently enrolled in an academic or job-related course (compared to respondents as a whole) are:

- o more likely to be less than 30 years of age and less likely to be under the age of 50;
- o more likely to be childless;
- o more likely to have at least some post secondary education;

TABLE 3.2
Percentage of Hamilton Area Women's Educational Status
by Respondent's Age

Educational Status	Respondent's Age							
	Less Than 30		30 - 49		50 +		Total	
	(N)	%	(N)	%	(N)	%	(N)	%
Presently enrolled in an academic or job-related course	(17)	18	(15)	9	(3)	3	(35)	9
Took an academic or job-related course in past	(14)	15	(27)	16	(11)	9	(52)	13
Presently considering enrolling in an academic or job-related course	(31)	32	(43)	25	(17)	14	(91)	23
Considered an academic or job-related course in past	(15)	16	(30)	17	(19)	16	(64)	16
Never considered an academic or job-related course	(19)	20	(59)	34	(70)	58	(148)	38

Significant at the .01 level using a chi-square test.

TABLE 3.3

Percentage of Hamilton Area Women's Educational Status
by Whether There are Children Living at Home

Educational Status	Children Living at Home					
	Yes		No		Total	
	(N)	%	(N)	%	(N)	%
Presently enrolled in an academic or job-related course	(12)	6	(23)	13	(35)	9
Took an academic or job-related course in past	(29)	13	(24)	14	(53)	13
Presently considering enrolling in an academic or job-related course	(62)	28	(31)	18	(93)	24
Considered an academic or job-related course in past	(39)	18	(25)	14	(64)	16
Never considered an academic or job-related course	(78)	36	(72)	41	(150)	38

Significant at the .05 level using a chi-square test.

TABLE 3.4

Percentage of Hamilton Area Women's Educational Status
by Family Structure

Educational Status	Family Structure					
	Children Less Than 5 Years	School-Aged Children 5 - 12 Years	All Children Over 12 Years	No Children	Total	
	(N) %	(N) %	(N) %	(N) %	(N) %	
Presently enrolled in an academic or job-related course	(6) 8	(3) 4	(3) 5	(23) 13	(35) 9	
Took an academic or job-related course in past	(11) 14	(12) 15	(6) 10	(24) 14	(53) 13	
Presently considering enrolling in an academic or job-related course	(26) 33	(22) 27	(14) 23	(31) 18	(93) 24	
Considered an academic or job-related course in past	(11) 14	(20) 24	(8) 13	(25) 14	(64) 16	
Never considered an academic or job-related course	(24) 31	(25) 31	(29) 48	(72) 41	(150) 38	

Significant at the .05 level using a chi-square test.

TABLE 3.5

Percentage of Hamilton Area Women's Educational Status
by Respondent's Education

Educational Status	Respondent's Education							
	Some Secondary or Less		Completed Secondary		Some Post- Secondary		Total	
	(N)	%	(N)	%	(N)	%	(N)	%
Presently enrolled in an academic or job-related course	(5)	4	(13)	10	(17)	14	(35)	9
Took an academic or job-related course in past	(8)	6	(19)	14	(25)	20	(52)	13
Presently considering enrolling in an academic or job-related course	(27)	21	(24)	18	(41)	33	(92)	24
Considered an academic or job-related course in past	(19)	15	(27)	20	(18)	15	(64)	16
Never considered an academic or job-related course	(70)	54	(54)	39	(23)	19	(147)	38

Significant at the .01 level using a chi-square test.

TABLE 3.6
Percentage of Hamilton Area Women's Educational Status
by Employment Status

Educational Status	Employment Status							
	Works Full-Time		Works Part-Time		Homemaker		Other	
	(N)	%	(N)	%	(N)	%	(N)	%
Presently enrolled in an academic or job-related course	(14)	11	(6)	9	-	-	(15)	37
9							(35)	
Took an academic or job-related course in past	(20)	15	(13)	20	(17)	11	(3)	7
13							(53)	
Presently considering enrolling in an academic or job-related course	(32)	25	(14)	22	(38)	24	(9)	22
24							(93)	
Considered an academic or job-related course in past	(19)	15	(11)	17	(27)	17	(7)	17
16							(64)	
Never considered an academic or job-related course	(45)	35	(20)	31	(78)	49	(7)	17
38							(150)	

Significant at the .01 level using a chi-square test.

TABLE 3.7

Percentage of Hamilton Area Women's Educational Status
by Respondent's Occupation

Educational Status	Respondent's Occupation					
	Supervisory/ Managerial/ Professional	Clerical/ Sales	Manual	Homemaker/ Other	Total	
	(N) %	(N) %	(N) %	(N) %	(N) %	
Presently enrolled in an academic or job-related course	(10) 15	(9) 9	-	(16) 8	(35) 9	
Took an academic or job-related course in past	(12) 18	(19) 18	(2) 8	(19) 10	(52) 13	
Presently considering enrolling in an academic or job-related course	(15) 23	(29) 27	(2) 8	(47) 24	(93) 24	
Considered an academic or job-related course in past	(14) 21	(11) 10	(7) 28	(32) 16	(64) 16	
Never considered an academic or job-related course	(15) 23	(38) 36	(14) 56	(83) 42	(150) 38	

Significant at the .01 level using a chi-square test.

TABLE 3.8

Percentage of Hamilton Area Women's Educational Status
by Family Income

Educational Status	Family Income							
	\$ 20,000 or Less		\$ 20,000 - \$ 40,000		\$40,000 +		Total	
	(N)	%	(N)	%	(N)	%	(N)	%
Presently enrolled in an academic or job-related course	(12)	12	(7)	4	(14)	12	(33)	9
Took an academic or job-related course in past	(10)	10	(18)	11	(22)	19	(50)	13
Presently considering enrolling in an academic or job-related course	(19)	20	(44)	27	(24)	21	(87)	23
Considered an academic or job-related course in past	(16)	17	(26)	16	(20)	17	(62)	16
Never considered an academic or job-related course	(40)	41	(70)	42	(35)	30	(145)	39

Significant at the .05 level using a chi-square test.

- o more likely to be employed in supervisory, managerial or professional occupations.

ii) Women Who Have Taken an Academic or Job-Related Course in the Past

Respondents who have taken an academic or job-related course in the past are similar in their profile to those presently enrolled. Compared to respondents as a whole, these women are:

- o less likely to be fifty years of age or more;
- o more likely to have at least some post secondary education;
- o more likely to work part-time;
- o more likely to be employed in supervisory, managerial, professional, clerical and sales occupations and less likely to be employed in a manual occupation;
- o more likely to have a total family income of \$40,000 per year or more.

iii) Women Who are Presently Considering Enrolling in an Academic or Job-Related Course

Respondents who are presently considering enrolling in an academic or job-related course (compared to respondents as a whole) are:

- o more likely to be under the age of 30 and less likely to be over the age of 50;
- o more likely to have children under the age of 5 and less likely to be childless;
- o more likely to have completed at least some post secondary schooling.

iv) Women Who Have Considered But Never Enrolled in an Academic or Job-Related Course in the Past

Respondents who have considered, but never enrolled in an academic or job-related course in the past (compared to all respondents) are:

- o more likely to have children 5 to 12 years old;
- o more likely to be employed in manual occupations and less likely to be employed in clerical or sales occupations.

v) Women Who Have Never Considered an Academic or Job-Related Course

Respondents who have never considered taking an academic or job-related course (compared to all respondents) are:

- o more likely to be fifty years of age or older;
- o more likely not to have completed their secondary schooling;
- o more likely to be homemakers;
- o more likely to be employed in manual occupations and less likely to be employed in supervisory, managerial or professional occupations;
- o more likely to have total family incomes less than \$40,000.

In summary, involvement in continuing academic or job-related education is related to several background and demographic characteristics, namely age, presence of children living at home, education, employment status, occupation and income.

We did not find that the social-psychological factors (i.e.

measures of depression, personal control, social support, self-esteem, tension or guilt) relate to whether the respondent is involved in academic or job-related courses.

CHAPTER 4: BARRIERS TO EDUCATION

4.1 Problems Affecting the Continuation of Education or Job Retraining

This section describes the problems reported by the respondents which make it difficult for them to continue their education or to get job retraining. Respondents were asked to indicate if they had any of a series of problems (N = 13) and to list any other problems that made it difficult for them to continue their education.

Table 4.1 shows that, in order of prevalence, the problems reported are: lack of money (32%), math skills (24%), transportation (21%), lack of information about courses (20%), day care (18%), lack of information about educational institutions (17%), shift work (17%), age (11%), conflict with others on whether you should continue your education (8%), writing skills (7%), reading skills (7%), a physical handicap (5%) and relocation (3%). These data indicate the many barriers to continuing post-secondary education or to getting job retraining faced by women in the Hamilton area.

TABLE 4.1

Percentage of Hamilton Area Women Who Have Problems
that Make it Difficult to Continue Their Education
or Get Job Retraining

Problem	(N)	%
Lack of Money	(128)	32
Math Skills	(94)	24
Transportation	(83)	21
Lack of Information About Courses	(78)	20
Day Care	(74)	18
Lack of Information About Educational Institutions	(67)	17
Shift Work	(66)	17
Age	(43)	11
Conflict With Others On Whether You Should Continue Your Education	(33)	8
Writing Skills	(29)	7
Reading Skills	(27)	7
A Physical Handicap	(20)	5
Relocation	(10)	3

Total N = 400

4.2 Demographic and Social-Psychological Characteristics of Hamilton Area Women Who Experience Problems Affecting the Continuation of Education or Job Retraining

This section of the report investigates the demographic and social-psychological characteristics of the women reporting each type of problem. In this report, a profile of women experiencing each type of problem will be presented. More detailed results are provided in Tables A1 to A20 in Appendix A.

i) Lack of Money

Lack of money was the most prevalent problem reported for the women surveyed here. An analysis of the demographic and social-psychological characteristics of women with financial problems (compared to those without financial problems) indicates that those with money problems were more likely to:

- o be under the age of 30;
- o be single, separated, divorced, or widowed;
- o have preschool aged children;
- o have fewer years of education;
- o be a homemaker;
- o be employed in manual occupations (as compared to a professional, managerial, supervisory, clerical or sales occupation);
- o be in need of financial assistance to continue their education;
- o have a total family income of less than \$ 20,000/yr.;
- o live in Hamilton as compared to Burlington and other Hamilton area suburbs;
- o have a higher measure of guilt;
- o have a higher measure of tension;

- o have a higher measure of depression.

ii) Problem with Math Skills

Math skills is listed as a problem that makes it difficult for 24% of the women surveyed to continue their education or get job retraining.

An analysis of the demographic and social-psychological characteristics of the respondents indicates that those who list math skills as a problem are more likely to:

- o be over the age of 50;
- o have fewer years of education;
- o be a homemaker;
- o be employed in a manual occupation (as compared to a professional, managerial, supervisory, clerical or sales occupation);
- o be in need of financial assistance to continue their education;
- o have total family take-home income of less than \$ 40,000/yr.;
- o have a higher measure of tension;
- o have a lower measure of self-esteem;
- o have a lower measure of personal control;
- o be more depressed;
- o be unaware of the Hamilton Education Information Centre;
- o be unaware of the counselling department at McMaster.

iii) A Problem With Transportation

One-in-five respondents indicate that a transportation problem makes it difficult for them to continue their education. An analysis of the demographic and social-psychological characteristics of women with transportation problems indicates that they are more likely to:

- o be less than 30 or more than 50 years of age;
- o have fewer years of education;
- o never have considered an academic or job-related course;
- o be a homemaker;
- o have a manual occupation (as compared to a professional, managerial, supervisory, clerical or sales occupation);
- o be in need of financial assistance to continue their education or get job retraining;
- o have a total family take-home income of \$ 20,000/yr. or less;
- o have a higher measure of guilt
- o have a lower measure of self-esteem.

iv) Lack of Information About Courses

Twenty per cent of the respondents report that lack of information about courses is a problem that makes it difficult for them to continue their education or get job retraining. An analysis of the relevant data shows that respondents who indicate this problem are more likely to:

- o have fewer years of education;
- o have never considered an academic or job-related course;
- o be a homemaker (as compared to being employed outside the home);

- o have a manual occupation (as compared to a professional, managerial, supervisory, clerical or sales occupation);
- o be in need of financial assistance to continue their education;
- o have a total family take-home income of \$ 20,000 or less per year;
- o live in east Hamilton;
- o have a higher measure of guilt;
- o have a higher measure of tension;
- o have a lower measure of self-esteem;
- o have a higher measure of depression;
- o be unaware of the Education Information Centre;
- o have no contact with the Education Information Centre;
- o be unaware of the counselling department at McMaster.

v) Day Care

Problems with day care is listed by eighteen per cent of the women surveyed. Respondents who report that problems with day care make it difficult for them to continue their education or get job retraining are more likely to:

- o be less than 30 years of age;
- o have preschool aged children;
- o work part-time or be a homemaker (as compared to working full-time outside the home);
- o need financial assistance to continue their education;
- o have a higher measure of guilt;
- o have a higher measure of tension;
- o have a higher measure of depression;
- o have a lower measure of social support.

vi) Lack of Information About Educational Institutions

Lack of information about educational institutions is mentioned as a problem that makes it difficult for 17% of respondents to continue their education or get job retraining.

An analysis of the demographic and social-psychological characteristics of respondents reporting this problem indicates that they are more likely to:

- o be single, separated, divorced or widowed;
- o have fewer years of education;
- o have never considered an academic or job-related course;
- o be a homemaker;
- o be employed in a manual occupation (as compared to a professional, managerial, supervisory, clerical or sales occupation);
- o be in need of financial assistance to continue their education;
- o have a total family take-home income of less than \$ 20,000/yr.;
- o live in the east-end of Hamilton;
- o have a higher measure of guilt;
- o have a higher measure of tension;
- o have a lower measure of self-esteem;
- o have a lower measure of personal control;
- o have a higher measure of depression;
- o be unaware of the Education Information Centre;
- o have no contact with the Education Information Centre;
- o be unaware of the counselling department at McMaster.

vii) Shift Work

Seventeen per cent of the women surveyed indicate that shift work is a problem that makes it difficult for them to continue their education.

Respondents who indicate shift work is a problem are more likely to:

- o be less than 30 years of age;
- o be married;
- o have children at home and;
- o have preschool aged children

viii) Age

Age is reported as a problem that makes it difficult for 11% of the respondents to continue with their education or get job retraining.

The women surveyed who indicate this problem are more likely to:

- o be over the age of fifty;
- o be single, separated, divorced or widowed;
- o not to have children living at home;
- o have fewer years of education;
- o be a homemaker;
- o be employed in a manual occupation (as compared to a professional, managerial, supervisory, clerical or sales occupation);

- o have a total family take-home income of \$ 20,000 or less per year;
- o have a higher measure of guilt;
- o have a higher measure of tension;
- o have a higher measure of self-esteem.

ix) Conflict With Others on Whether You Should Continue Your Education

Eight per cent of the women surveyed report that conflict with others on whether they should continue their education is a problem that makes it difficult for them to continue their education or get job retraining.

The data indicate that respondents with this problem are more likely to:

- o have children at home;
- o have preschool aged children.

x) Writing or Reading Skills

Writing and/or reading skills are a problem to furthering education or getting job retraining for 7% or the women surveyed. Respondents who report writing and/or reading skills as a problem are more likely to:

- o be over the age of 50;
- o have fewer years of education;
- o be a homemaker;
- o be in a manual occupation (as compared to a professional, managerial, supervisory, clerical or sales occupation);

- o have a total family take-home income of \$ 20,000 or less per year;
- o live in east Hamilton;
- o have a higher measure of guilt;
- o have a higher measure of tension;
- o have a lower measure of self-esteem;
- o be unaware of the Education Information Centre;
- o be unaware of the counselling department at McMaster;
- o be unaware of the counselling department at Mohawk College.

xi) Physical Handicap

Five per cent of the women surveyed indicate that a physical handicap makes it difficult for them to continue their education or get job retraining. An analysis of the data show that these women are likely to:

- o be over the age of fifty;
- o be non-married;
- o not have children living at home;
- o not be employed outside the home.

xii) Relocation (Need to Move)

Three per cent of the women surveyed report that the need to move to further their education or get job retraining is a problem that makes it difficult for them to continue their education. This is a problem which is more likely to occur for:

- o women under the age of 30.

CHAPTER 5: PROBLEMS THAT MAKE IT DIFFICULT TO CONTINUE
EDUCATION OR GET JOB RETRAINING BY HAMILTON AREA
WOMEN ENROLLED IN, HAVE TAKEN, CONSIDERING, HAVE
CONSIDERED OR NOT CONSIDERING AN ACADEMIC OR JOB
RELATED COURSE

The data in Chapter 4 indicates that women in the Hamilton area face many problems that make it difficult to continue their education. These problems include lack of money, math skills, transportation, lack of information about courses, day care, lack of information about educational institutions and shift work, among others. An analysis of the data indicates that respondents who indicate a problem may be distinguished from those who do not by a host of background, demographic or social-psychological factors.

Another way to confirm that the problems mentioned are barriers to continuing education or job retraining is to see if the women presently enrolled, or who have taken an academic or job retraining course in the past, differ in the problems mentioned from those who are considering or have considered taking a course, or those who have never considered taking an academic or job-related course. If these same problems are shown to differentiate those who have taken courses from those who have not, then we will have more confidence that the problems mentioned are indeed barriers to education for women in Hamilton.

Table 5.1 shows the percentage of women who indicate a problem that makes it difficult to continue their education or get job retraining by the extent of their involvement with

TABLE 5.1

Percentage of Hamilton Area Women Who Have Problems That Make it Difficult to Continue Their Education or Get Job Retraining by Educational Status

Problem	Educational Status								Total	Significance
	Presently Enrolled in an Academic or Job-Related Course	Took an Academic Course in Past	Presently Considering Enrolling in an Academic or Job-Related Course	Considered an Academic or Job-Related in Past	Never Considered An Academic or Job-Related Course					
	(N) %	(N) %	(N) %	(N) %	(N) %	(N) %	(N) %	(N) %		
Lack of money	(11) 31	(14) 26	(30) 32	(24) 38	(48) 32	(127) 32				
Math skills	(5) 14	(8) 15	(20) 22	(13) 21	(47) 31	(93) 24				
Transportation	(3) 9	(7) 13	(17) 18	(18) 28	(38) 25	(83) 21			*	
Lack of information about courses	(4) 11	(5) 9	(20) 22	(4) 6	(42) 28	(75) 19			**	
Day care	(5) 15	(12) 24	(23) 25	(14) 22	(19) 13	(73) 19				
Lack of information about educational institutions	(3) 9	(4) 8	(19) 21	(6) 9	(34) 23	(66) 17			*	
Shift work	(3) 9	(8) 15	(13) 14	(16) 25	(26) 17	(66) 17				
Age	(0) 0	(0) 0	(3) 3	(6) 9	(34) 23	(43) 11			**	
Conflict with others on whether you should continue your education	(3) 9	(4) 8	(7) 8	(10) 16	(8) 5	(32) 8				
Writing skills	(2) 6	(0) 0	(3) 3	(3) 5	(21) 14	(29) 7			**	
Reading skills	(3) 9	(0) 0	(4) 4	(1) 2	(19) 13	(27) 7			**	
A physical handicap	(1) 3	(0) 0	(2) 2	(3) 5	(14) 9	(20) 5			*	
Relocation	(1) 3	(0) 0	(5) 6	(4) 6	-	(10) 3			*	
Total N = 400										

Total N = 400

* Significant at the .05 level using a chi-square test

** Significant at the .01 level or less using a chi-square test

academic or job-related courses. Significant differences between education groups are marked with an asterick (*). These data show that women who have never considered taking an academic or job-related course are more likely to indicate problems with transportation, lack of information about courses, lack of information about educational institutions, age, writing skills, reading skills, or a physical handicap than are women who are or have taken education courses.

As well, respondents who are presently considering or have considered an academic or job-related course in the past are more likely to indicate that transportation, lack of information about courses, and lack of information about educational institutions are problems that make it difficult to continuing their education than are respondents who are taking or have taken these types of courses.

In conclusion, this analysis identifies which of the problems are "real" educational barriers to women, since they distinguish between those who are or have taken courses, and those who are or have considered taking a course, and those who have never considered an academic or job-related course. They are:

- o transportation;
- o lack of information about courses;
- o lack of information about educational institutions;
- o age;

- o writing skills;
- o reading skills;
- o a physical handicap;
- o relocation.

CHAPTER 6: A PROFILE OF WOMEN REQUIRING INFORMATION ON EDUCATIONAL INSTITUTIONS, SERVICES AND PROGRAMS

6.1 Interest in Receiving Information on Specific Aspects of Post Secondary Education

Section 6.1 describes the various aspects of post secondary education which respondents indicate they would like more information on. The respondents were read a list of possible topics (N = 12) and were asked to include any additional topics on which they would like more information.

Table 6.1 shows that, in order of prevalence, the topics respondents would like more information on were: career options (43%), educational upgrading courses (42%), community college (39%), job retraining programs (38%), skills assessment (38%), financial assistance (35%), counselling services on education (34%), co-op education (26%), correspondence courses (22%), university (19%), day care (19%) and apprenticeships (18%). These data indicate the respondents' interest in learning more about certain aspects of post secondary education.

TABLE 6.1

Percentage of Hamilton Area Women Who Would Like
More Information on Specific Aspects of
Post Secondary Education

Aspects of Post Secondary Education	(N)	%
Career Options	(172)	43
Educational Upgrading Courses	(162)	42
Community College	(154)	39
Job Retraining Program	(150)	38
Skills Assessment	(151)	38
Financial Assistance	(139)	35
Counselling Services on Education	(136)	34
Co-op Education	(104)	26
Correspondence Courses	(87)	22
University	(77)	19
Day Care	(77)	19
Apprenticeship	(73)	18

6.2 Demographic and Social-Psychological Characteristics of Hamilton Area Women Who Require Information on Educational Institutions, Services and Programs

This section of the report investigates the demographic and social-psychological characteristics of the women reporting interest in acquiring more information on post secondary education. A profile of women who indicate each topic will be presented. More detailed results are provided in Tables A21 to A32 in Appendix A.

i) Career Options

Information on career options generated the most interest for women surveyed. An analysis of the demographic and social-psychological characteristics of women wishing information on career options (as compared to those who did not want more information on career options) indicates that they are more likely to:

- o be between 18 and 49 years of age;
- o have children;
- o have children still living at home;
- o be employed in clerical or sales occupations (as compared to a professional, managerial, supervisory, manual or homemaker occupation);
- o be in need of financial assistance to continue their education or get job retraining;
- o be presently enrolled in an academic or job-related course.

ii) Educational Upgrading Courses

Forty-two per cent (42%) of the women surveyed indicate they

would be interested in learning more about educational upgrading courses.

An analysis of the demographic and social-psychological characteristics of the respondents indicates that those who list educational upgrading courses as a topic of interest are more likely to:

- o be between 18 and 49 years of age;
- o have children;
- o have children living at home;
- o have fewer years of education;
- o be in need of financial assistance to continue their education;
- o have a total family take-home income of \$20,000 or less per year;
- o have a lower measure of self-esteem.

iii) Community College

Almost forty per cent (39%) of the respondents would like more information on community college. These respondents are more likely to:

- o be between 18 and 49 years of age;
- o have children (as compared to those who are childless);
- o have children living still at home (as compared to those with no children still living at home);
- o be in need of financial assistance to continue their education or get job retraining.

iv) Job Retraining Program

Interest in job retraining programs is listed by thirty-eight per cent of the respondents. Respondents who are interested in job retraining programs are more likely to:

- o be between 18 and 49 years of age;
- o have children 12 years of age and younger;
- o have children living at home;
- o have fewer years of education;
- o have a manual or homemaker occupation (as compared to a professional, managerial, supervisory, clerical or sales occupation);
- o be in need of financial assistance to continue their education or get job retraining;
- o have a total family take-home income of \$40,000/yr. or less;
- o have a lower measure of self-esteem;
- o have a higher measure of depression;
- o have a lower measure of personal control.

v) Skills Assessment

Thirty-eight per cent of the respondents report interest in learning more about skills assessment. An analysis of the relevant data shows that respondents who indicate this interest are more likely to:

- o be between 18 and 49 years of age;
- o have children;
- o be employed (as compared to those who are homemakers);
- o be in need of financial assistance to continue their education or get job retraining.

vi) Financial Assistance

Thirty-five per cent of the women surveyed would like to learn more about financial assistance to help them continue their education or get job retraining. An analysis of the data show that these women are likely to:

- o be between 18 and 49 years of age;
- o have children (as compared to those who are childless);
- o have children still living at home;
- o have fewer years of education;
- o be in need of financial assistance in order to continue their education or get job retraining;
- o have a total family take-home pay of \$20,000 per year or less;
- o have a lower measure of self-esteem;
- o have a higher measure of depression;
- o have a lower measure of control;
- o have a higher measure of tension.

vii) Counselling Services on Education

One-third of the respondents indicate that they are interested in finding out more about counselling services on education. Respondents who are interested in counselling services are more likely to:

- o be less than 30 years old;
- o have children (as compared to those who are childless);
- o have children still living at home;
- o be in need of financial assistance to continue their education or get job retraining;

- o have a total family take-home income of \$20,000/yr. or less.

viii) Co-Op Education

One-in-four respondents indicate that they would like more information on co-op education. An analysis of the relevant data shows that respondents who indicate this interest are more likely to:

- o be less than 30 years old;
- o have children 12 years old or younger;
- o have fewer years of education;
- o be in need of financial assistance to continue their education or get job retraining.

ix) Correspondence Courses

Twenty-two per cent of the respondents report that they are interested in learning more about correspondence courses. An analysis of the demographic and social-psychological characteristics of women who show this interest indicates that they are more likely to:

- o be less than 30 years old;
- o have children living at home (as compared to not having children at home);
- o have fewer years of education;
- o be in need of financial assistance to continue their education or get job retraining;
- o have a lower measure of self-esteem.

x) University

The topic, university, is listed by nineteen per cent of the women surveyed. Respondents who report an interest in learning more about university are more likely to:

- o be between 18 and 49 years of age;
- o have some post secondary education;
- o have a total family take-home income of \$40,000 or more.

xi Day Care

Nineteen per cent of the respondents report an interest in finding out more about day care. These respondents are more likely to:

- o be between 18 and 49 years old;
- o have children 12 years old or younger;
- o have need of financial assistance to continue their education;
- o have a higher measure of depression;
- o have a higher measure of tension.

xii Apprenticeship

Apprenticeship is listed by eighteen per cent of the women surveyed. Respondents who report apprenticeship as a topic they would like to find out more about are more likely to:

- o be less than 30 years old;
- o have children 12 years old or younger;
- o have fewer years of education;

- o need financial assistance to continue their education or get job-retraining;
- o have a total family take-home income of \$40,000/year or less.

6.3 Interest in Receiving Information on Specific Programs or Seminars offered in Colleges or Universities

This section describes the programs or seminars offered in colleges or universities the respondents would like more information on. The respondents were asked to indicate their interest in specific programs or seminars (N = 11) and to list any other programs or seminars in which they were interested if not included on this list.

Table 6.3 shows that, in order of prevalence, the programs of interest reported were: stress management courses (42%), time management courses (32%), math readiness programs (23%), study support groups (19%), overcoming test anxiety courses (18%), essay writing courses (16%), seminars on note taking (16%), overcoming math anxiety courses (15%), reading readiness programs (14%), assertiveness training (4%).

TABLE 6.3

Percentage of Hamilton Area Women who Would Like More
Information on Specific Programs or Seminars
Offered in Colleges or Universities

Program or Seminar	N	%
<hr/>		
Stress Management Courses	167	42
Time Management Courses	126	32
Math Readiness Programs	92	23
Study Support Groups	74	19
Overcoming Test Anxiety Courses	71	18
Essay Writing Courses	65	16
Seminars on Note Taking	63	16
Overcoming Math Anxiety Courses	61	15
Reading Readiness Programs	55	14
Assertiveness Training	16	4

6.3.a Demographic and Social-Psychological Characteristics of Hamilton Area Women Who Would Like More Information on Specific Programs or Seminars Offered in Colleges or Universities

This section investigates the demographic and social-psychological characteristics of the women who would like more information on specific programs or seminars offered in colleges or universities. A profile of women expressing an interest in each type of program will be presented. More detailed results are provided in Tables A30 to A39 in Appendix A.

i) Stress Management Courses

Stress management courses were most frequently reported as a program of interest for these respondents. An analysis of the demographic and social-psychological characteristics of women who would like more information on stress management course (compared to those who did not want information on stress management courses) indicates that they were more likely to:

- o be between 18 and 49 years of age;
- o have children still living at home;
- o work full-time or part-time (as compared to being a homemaker);
- o have a high measure of depression;
- o have a high measure of guilt;
- o have a high measure of tension;
- o have a low measure of self-esteem.

ii) Time Management Courses

Nearly one-third of the women surveyed indicate they would like more information on time management courses. An analysis of the relevant data shows that respondents who indicate this are more likely to:

- o be between 18 and 49 years of age;
- o have children 12 years old and younger;
- o have some post secondary education;
- o work full or part-time (as compared to being a homemaker);
- o be employed in supervisory, managerial, professional, clerical or sales occupations (as compared to those in manual occupations or as homemaker);
- o have a higher measure of guilt.

iii) Math Readiness Programs

Twenty-three per cent of the respondent would like information on math readiness programs. An analysis of the demographic and social-psychological characteristics of these women indicates that they are more likely to:

- o have children (as compared to those with no children);
- o have fewer years of education;
- o be a homemaker;
- o be in need of financial assistance in order to continue their education or get job-retraining;
- o have a lower measure of self-esteem.

iv Study Support Groups

About one in five of the women surveyed indicate a desire for information on study support groups. Respondents who report an interest in study support groups are more likely to:

- o have children;

v) Overcoming Test Anxiety Courses

Eighteen per cent of the respondents would like information on overcoming test anxiety courses. An analysis of the demographic and social-psychological characteristics of these respondents indicates that they are more likely to:

- o be between 18 and 49 years old;
- o have children five years old and older;
- o have fewer years of education;
- o be in need of financial assistance in order to continue their education or get job-retraining;
- o have a lower measure of self-esteem.

vi) Essay Writing Courses

Interest in essay writing courses is indicated by 16% of the women surveyed. An analysis of the relevant data shows that respondents who indicate this need are not distinguished by their background or social psychological characteristics.

vii) Seminars on Note Taking

Interest in seminars on note taking was also indicated by 16% of the respondents. An analysis shows that the women who would like information on seminars on note taking are more likely to:

- o have children 5 years old and older;
- o be in need of financial assistance in order to continue their education or get job-training.

viii) Overcoming Math Anxiety Courses

Overcoming math anxiety courses is listed by fifteen per cent of the women surveyed as a topic they would like more information on. Respondents who would like more information on overcoming math anxiety courses are more likely to:

- o be 30 to 49 years old;
- o have children;
- o have children still living at home;
- o have fewer years of education.

ix) Reading Readiness Programs

Reading readiness programs are mentioned by fourteen per cent of the respondents as a topic they would like information on. These women are more likely to:

- o have children 5 years old and older;
- o have fewer years of education;
- o be in need of financial assistance in order to continue their education or get job-retraining;
- o have a lower measure of self-esteem.

x) Assertiveness Training

Four per cent of the women surveyed indicate they would like more information on assertiveness training courses. The data indicate that these respondents are more likely to:

- o be between 18 and 49 years old;
- o have children 12 years old or younger;
- o have a higher measure of depression;
- o have a higher measure of tension;
- o have a lower measure of self-esteem.

CHAPTER 7: THE NEED FOR MORE INFORMATION BY THOSE PRESENTLY CONSIDERING ENROLLING IN ACADEMIC OR JOB-RELATED COURSES

The analyses in Chapters 4 and 5 identified that the need for information about educational institutions and courses acts as an important barrier to continuing education. The question to be addressed here is: does the need for more information act as a barrier to respondents who are presently considering enrolling in an academic or job-related course? Similarly, is the lack of information a barrier which may have prevented respondents who considered, but did not enrol in an academic or job-related course in the past?

Tables 7.1 and 7.2 show the percentage of respondents who would like more information on specific aspects of post secondary education and on programs or seminars offered by colleges or universities respectively by educational status. These data indicate a greater need for information about specific aspects of education and on courses or seminars by those presently considering, and those who considered an academic or job-related course in the past than among those who are presently enrolled, or those who took a course in the past and/or those who never considered an academic or job-related course.

The need for information by those considering enrolling in a course includes topics such as:

- o career options;
- o educational upgrading;

TABLE 7.1

Percentage of Hamilton Area Women Who Would Like More Information on Specific Aspects
of Post Secondary Education by Educational Status

More Information About:	Educational Status								Total	Significance
	Presently Enrolled in an Academic or Job-Related Course	Took an Academic or Job-Related Course in Past	Presently Considering Enrolling in an Academic or Job-Related Course	Considered an Academic or Job-Related in Past	Never Considered An Academic or Job-Related Course	(N)	%	(N)		
Career options	(18) 51	(24) 45	(57) 61	(29) 45	(40) 27	(168)	43			**
Educational upgrading courses	(12) 34	(17) 32	(51) 55	(36) 56	(50) 33	(166)	42			**
Community college	(12) 35	(19) 36	(58) 62	(31) 48	(31) 21	(151)	38			**
Job retraining program	(10) 29	(21) 40	(48) 52	(35) 55	(35) 23	(149)	38			**
Skills assessment	(16) 46	(19) 36	(44) 47	(32) 50	(37) 25	(148)	38			**
Financial assistance	(13) 37	(13) 25	(43) 46	(27) 42	(40) 27	(136)	34			**
Counselling services on education	(15) 43	(16) 30	(44) 47	(27) 42	(31) 21	(133)	34			**
Co-op education	(12) 34	(12) 23	(36) 39	(22) 34	(21) 14	(103)	26			**
Correspondence courses	(6) 17	(10) 19	(20) 22	(21) 33	(29) 19	(86)	22			
University	(11) 31	(11) 21	(28) 30	(16) 25	(10) 7	(76)	19			**
Day care	(6) 18	(15) 29	(25) 27	(13) 20	(17) 11	(76)	19			*
Apprenticeship	(6) 17	(13) 25	(24) 26	(14) 22	(14) 9	(71)	18			**

Total N = 400

* Significant at the .05 level using a chi-square test

** Significant at the .01 level or less using a chi-square test

TABLE 7.2

Percentage of Hamilton Area Women Who Express a Need For Information on Specific Programs or Seminars Offered in Colleges or Universities by Educational Status

Programs or Seminars	Educational Status										Total	Significance	
	Presently Enrolled in an Academic or Job-Related Course	Took an Academic Course in Past	Presently Considering Enrolling in an Academic or Job-Related Course	Considered an Academic or Job-Related Course in Past	Never Considered An Academic or Job-Related Course	(N)		(N)		%			
	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%			
Stress management courses	(19)	54	(22)	42	(53)	57	(24)	38	(46)	31	(164)	42	**
Time management courses	(16)	46	(18)	34	(40)	43	(23)	36	(27)	18	(124)	31	**
Math readiness programs	(5)	14	(10)	19	(33)	36	(16)	25	(27)	18	(91)	23	*
Study support groups	(7)	20	(4)	8	(25)	27	(18)	28	(18)	12	(72)	18	**
Overcoming test anxiety courses	(8)	23	(11)	21	(18)	19	(17)	27	(14)	9	(68)	17	*
Essay writing courses	(8)	23	(7)	13	(24)	26	(14)	22	(12)	8	(65)	17	**
Seminars on note taking	(8)	23	(4)	8	(26)	28	(11)	17	(13)	9	(62)	16	**
Overcoming math anxiety courses	(7)	20	(5)	9	(22)	24	(12)	19	(14)	9	(60)	15	*
Reading readiness programs	(5)	14	(4)	8	(17)	18	(9)	14	(19)	13	(54)	14	
Assertiveness training	(11)	36	(23)	43	(36)	40	(22)	37	(37)	26	(129)	34	

* Significant at the .05 level using a chi-square test

** Significant at the .01 level or less using a chi-square test

- o community college;
- o job retraining programs;
- o skills assessment;
- o financial assistance;
- o counselling services on education;
- o co-op education;
- o university;
- o day care;
- o apprenticeships;
- o stress management courses;
- o time management courses;
- o math readiness courses;
- o study support groups;
- o overcoming text anxiety courses;
- o essay writing courses;
- o seminars on notetaking;
- o overcoming math anxiety courses.

CHAPTER 8: SUMMARY AND CONCLUSIONS

8.1 Summary of Results

8.1.1 Introduction and Profile of the Sample

Women in the Hamilton Metropolitan Area appear to be at an educational disadvantage, both with respect to men in Hamilton and with respect to women across Canada. As well, their participation rate in adult education courses lags behind that of other major cities in Canada.

This report focuses on the barriers to continuing education (i.e., academic or job-related courses) that face women in the Metropolitan Hamilton area. Of particular concern is the lack of information on courses and educational institutions.

The report is based on the findings from a telephone survey of a random sample of 400 women over the age of 18 in the Metropolitan area. The response rate was 52% of the eligible households contacted.

The women surveyed range in age from eighteen to eighty-one, with over fifty per cent between the ages of 25 and 44. Three-quarters of the respondents were married with more than half having children living at home. About one-third of the women did not complete secondary school, another third completed their secondary education, and another third had at least some post-secondary education. Fifty per cent of the respondents are employed outside the home, and of these, over one-half are

employed in clerical or sales or service occupations. Total family income ranged from 10% of the respondents with incomes less than \$10,000 per year to 7% with incomes over \$60,000. About 45% have incomes in the \$20,000 - \$40,000 range.

An attempt is made in the study to measure a number of social-psychological characteristics of the sample of women, including self-esteem, personal control, depression, tension, assertiveness, guilt, and social support. The respondents appear generally to show fairly high levels of self-esteem, personal control, assertiveness and social support, and low levels of depression, tension and guilt. There is more variation, however, in the measures of personal control, tension and guilt.

8.1.2 Educational Profile

Respondents are asked the extent of their involvement in academic or job-related courses:

- o 9% are presently enrolled in an academic or job related course;
- o 13% have taken an academic or job-related course in the past;
- o 23% are considering enrolling in an academic or job-related course;
- o 16% have considered but did not enroll in an academic or job-related course in the past;
- o 38% have never considered enrolling in an academic or job-related course.

The courses taken or considered are largely those sponsored by Mohawk College, McMaster University or another university or college. The most common fields of study are business and health sciences at a community college and social sciences and humanities at a university. Over half of the respondents taking an academic or job-related course are enrolled in courses sponsored by a community college. Of those considering a course, the most frequently considered course is also one offered at a community college.

A number of background and demographic factors are found to be related to involvement in post-secondary education. These are age, presence of children living at home, education, employment status, occupation and income. Briefly, respondents who are enrolled in academic or job-related courses are more likely to be under the age of 30, childless, have some post-secondary

education, and employed. Respondents who have never considered continuing their education are more likely to be fifty years of age or older, not to have completed their secondary schooling, to be homemakers, to be employed in manual occupations, and to have total family incomes less than \$40,000.

8.1.3 Barriers to Education

The data indicate that women in the Hamilton Metropolitan area face many problems that make it difficult to continue their academic education or to get job retraining. These problems include, in order of prevalence, lack of money (32%), math skills (24%), transportation (21%), lack of information about courses (20%), day care (18%), lack of information about educational institutions (17%), shift work (17%), age (11%), conflict with others on whether you should continue your education (8%), writing skills (7%), reading skills (7%), a physical handicap (5%), and relocation (3%).

An analysis of the data shows that the respondents who indicate a problem may be distinguished by a host of background, demographic or social-psychological factors. Characteristics which are shown to differentiate those with specific problems from those without include: age, presence and age of children, education, employment status, occupation, total family income, and social-psychological factors such as tension, self-esteem, personal control, guilt, depression, social support, as well as a need for financial support to continue their education, location in the Hamilton Metropolitan area, aware of or contact with information sources such as Education Information Centre, counselling departments at McMaster University or Mohawk College.

As shown, respondents indicated a wide range of problems that make it difficult to continue their education. The

question, then, is which of these problems act as barriers to education in so far as they distinguish those who are or have taken courses from those who are or have considered taking a course and those who never have considered enrolling in an academic or job-related course. This analysis indicates the barriers to further education for these respondents are: transportation, lack of information about courses, lack of information about educational institutions, age, writing skills, reading skills, a physical handicap and relocation.

8.1.4 Types of Information Required

Respondents were read a list of possible topics on aspects of education and were asked to indicate which topics they would like more information on. The high percentage of respondents indicating a desire for information indicates a need for more readily available information on topics such as career options (43%), educational upgrading courses (42%), community college (39%), job-retraining programs (38%), skills assessment (38%), financial assistance (35%), counselling services on education (34%), co-op education (26%), correspondence courses (22%), university (19%), day care (19%), and apprenticeships (18%).

Similarly, respondents express a need for more information on specific programs offered in colleges or universities. In order of prevalence, respondents wish information on: stress management courses (42%), time management courses (32%), math readiness programs (23%), study support groups (19%), overcoming test anxiety courses (18%), essay writing courses (16%), overcoming math anxiety courses (15%), reading readiness programs (14%), and assertiveness training (4%).

A further analysis of the data shows a greater need for information on specific aspects of post-secondary education and on specific courses and seminars by those considering enrolling in, or those who have considered enrolling in (and never did) academic or job-related courses in the past.

8.2 Concluding Comments

This study has shown that only a small proportion of Hamilton area women who responded to this survey are presently enrolled in or have taken an academic or job-related course in the past. There are, however, a sizeable proportion of women who are considering or have considered this option in the past.

Women face barriers in their attempts to continue their education and the women surveyed indicate a number of problems that make it difficult to take academic or job-related courses. The problems mentioned, which appear to actually differentiate women who are or have taken courses from those who have not, include transportation, lack of information about courses and/or educational institutions, age, writing skills, reading skills, a physical handicap and relocation.

Foremost among those barriers to education is the need for more information on educational institutions and courses. Respondents indicated a need for more information on a whole host of topics related to specific aspects of post-secondary education and programs and seminars offered by universities and community colleges. As well, those who are considering or had considered enrolling in an academic or job-related course in the past are more likely to indicate a need for information in these areas.

Respondents who mention lack of information about educational courses and institutions may be characterized as having fewer years of education, being a homemaker or being

employed in a manual occupation, being in need of financial assistance to continue their education, having a total family income of less than \$20,000 per year, living in the east end of Hamilton, having higher measures of guilt, tension, depression, and lower measures of self-esteem and personal control, and to be unaware or have contact with the Education Information Centre or the counselling departments at McMaster University or Mohawk College.

In conclusion, the committee recognizes that information on academic and job-related education is not reaching many women who are presently considering the option of enrolling in these courses, nor to women who have never considered this option, but might if more information was available to them.

Material on education is available at various educational information centres in Hamilton (e.g., Mohawk/McMaster Career Resource Centre at the Hamilton Public Library, McMaster University, Mohawk College, and Boards of Education), but some women do not know where to get the information they seek. A further problem may lie in knowing what information to ask for and/or understanding this information once they receive it.

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Wannel, Ted and Garnett Picot

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APPENDIX TABLES

TABLE A1

Percentage of Hamilton Area Women Who Have Problems That Make it Difficult
to Continue Their Education or Get Job Retraining by Age

Problem	Respondent's Age								Significance
	Less Than 30		30 - 49		50 +		Total		
	(N)	%	(N)	%	(N)	%	(N)	%	
Lack of money	(41)	43	(54)	30	(31)	26	(126)	32	*
Math skills	(20)	21	(33)	19	(38)	32	(91)	23	*
Transportation	(22)	23	(24)	14	(35)	29	(81)	21	**
Lack of information about courses	(20)	21	(30)	17	(26)	22	(76)	19	
Day care	(35)	39	(38)	22	(1)	1	(74)	19	**
Lack of information about educational institutions	(21)	22	(24)	14	(20)	17	(65)	17	
Shift work	(24)	25	(28)	16	(14)	12	(66)	17	*
Age	-	-	(9)	5	(34)	28	(43)	11	**
Conflict with others on whether you should continue your education	(8)	8	(19)	11	(6)	5	(33)	8	
Writing skills	-	-	(10)	6	(18)	15	(28)	7	**
Reading skills	(2)	2	(9)	5	(16)	13	(27)	7	**
A physical handicap	(1)	1	(3)	2	(16)	13	(20)	5	**
Relocation	(6)	6	(2)	1	(2)	2	(10)	3	*

Total N = 400

* Significant at the .05 level using a chi-square test

** Significant at the .01 level or less using a chi-square test

TABLE A2

Percentage of Hamilton Area Women Who Have Problems That Make it Difficult to
Continue Their Education or Get Job Retraining by Marital Status

Problem	Marital Status						Significance
	Married		Other		Total		
	(N)	%	(N)	%	(N)	%	
Lack of money	(78)	25	(50)	54	(128)	32	**
Math skills	(66)	22	(28)	30	(94)	24	
Transportation	(63)	21	(20)	22	(83)	21	
Lack of information about courses	(55)	18	(23)	25	(78)	20	
Day care	(60)	20	(14)	15	(74)	19	
Lack of information about educational institutions	(42)	14	(25)	27	(67)	17	**
Shift work	(58)	19	(8)	9	(66)	17	*
Age	(26)	9	(17)	18	(43)	11	*
Conflict with others on whether you should continue your education	(27)	9	(6)	7	(33)	8	
Writing skills	(20)	7	(9)	10	(29)	7	
Reading skills	(17)	6	(10)	11	(27)	7	
A physical handicap	(10)	3	(10)	11	(20)	5	**
Relocation	(8)	3	(2)	2	(10)	3	

Total N = 400

* Significant at the .05 level using a chi-square test

** Significant at the .01 level or less using a chi-square test

TABLE A3

Percentage of Hamilton Area Women Who Have Problems That Make it Difficult to Continue Their Education or Get Job Retraining by Whether They Have Children Living at Home

Problem	Children at Home						Significance
	Yes		No		Total		
	(N)	%	(N)	%	(N)	%	
Lack of money	(80)	36	(48)	27	(128)	32	
Math skills	(58)	26	(36)	21	(94)	24	
Transportation	(49)	22	(34)	19	(83)	21	
Lack of information about courses	(48)	21	(30)	17	(78)	20	
Day care	(72)	32	(2)	1	(74)	19	**
Lack of information about educational institutions	(42)	19	(25)	14	(67)	17	
Shift work	(47)	21	(19)	11	(66)	17	**
Age	(15)	7	(28)	16	(43)	11	**
Conflict with others on whether you should continue your education	(27)	12	(6)	3	(33)	8	**
Writing skills	(13)	6	(16)	9	(29)	7	
Reading skills	(13)	6	(14)	8	(27)	7	
A physical handicap	(6)	3	(14)	8	(20)	5	*
Relocation	(5)	2	(5)	3	(10)	3	

Total N = 400

* Significant at the .05 level using a chi-square test

** Significant at the .01 level or less using a chi-square test

TABLE A4

Percentage of Hamilton Area Women Who Have Problems That Make it Difficult to Continue Their Education or Get Job Retraining by Family Structure

Problem	Family Structure						Significance
	Children Under 5	School Aged Children 5 - 12	All Children 12 +	No Children	Total		
	(N) %	(N) %	(N) %	(N) %	(N) %		
Lack of money	(37) 47	(27) 32	(16) 26	(48) 27	(128) 32		**
Math skills	(22) 28	(19) 23	(17) 27	(36) 21	(94) 24		
Transportation	(20) 26	(17) 20	(12) 19	(34) 19	(83) 21		
Lack of information about courses	(14) 18	(21) 25	(13) 21	(30) 17	(78) 20		
Day care	(52) 67	(17) 21	(3) 5	(2) 1	(74) 19		**
Lack of information about educational institutions	(12) 15	(20) 24	(10) 16	(25) 14	(67) 17		
Shift work	(20) 26	(18) 21	(9) 15	(19) 11	(66) 17		*
Age	-	(7) 8	(8) 13	(28) 16	(43) 11		**
Conflict with others on whether you should continue your education	(11) 14	(9) 11	(7) 11	(6) 3	(33) 8		*
Writing skills	(4) 5	(5) 6	(4) 7	(16) 9	(29) 7		
Reading skills	(5) 6	(4) 5	(4) 7	(14) 8	(27) 7		
A physical handicap	-	(5) 6	(1) 2	(14) 8	(20) 5		*
Relocation	(3) 4	(1) 1	(1) 2	(5) 3	(10) 3		
Total N = 400							

* Significant at the .05 level using a chi-square test

** Significant at the .01 level or less using a chi-square test

TABLE A5

Percentage of Hamilton Area Women Who Have Problems That Make it Difficult to Continue Their Education or Get Job Retraining by Respondent's Education

Problem	Respondent's Education						Significance
	Some Secondary or Less	Completed Secondary	Some Post Secondary	Total			
	(N) %	(N) %	(N) %	(N) %	(N) %		
Lack of money	(63) 48	(39) 28	(25) 20	(127) 32			**
Math skills	(57) 44	(27) 20	(10) 8	(94) 24			**
Transportation	(45) 34	(27) 20	(9) 7	(81) 21			**
Lack of information about courses	(51) 39	(13) 9	(14) 11	(78) 20			**
Day care	(27) 21	(20) 15	(27) 22	(74) 19			
Lack of information about educational institutions	(48) 37	(11) 8	(8) 6	(67) 17			**
Shift work	(27) 21	(23) 17	(16) 13	(66) 17			
Age	(29) 22	(10) 7	(3) 2	(42) 11			**
Conflict with others on whether you should continue your education	(9) 7	(13) 9	(11) 9	(33) 8			
Writing skills	(19) 15	(10) 7	-	(29) 7			**
Reading skills	(20) 15	(6) 4	(1) 1	(27) 7			**
A physical handicap	(10) 8	(7) 5	(3) 2	(20) 5			
Relocation	(5) 4	(2) 1	(3) 2	(10) 3			

Total N = 400

* Significant at the .05 level using a chi-square test

** Significant at the .01 level or less using a chi-square test

Percentage of Hamilton Area Women Who Have Problems That Make it Difficult to Continue Their Education or Get Job Retraining by Employment Status

Problem	Employment Status								Significance		
	Work Full-time		Work Part-time		Homemaker		Other				
	(N)	%	(N)	%	(N)	%	(N)	%			
Lack of money	(35)	27	(18)	27	(54)	33	(21)	51	(128)	32	*
Math skills	(23)	18	(9)	14	(52)	32	(10)	25	(94)	24	**
Transportation	(17)	13	(10)	15	(47)	29	(9)	22	(83)	21	**
Lack of information about courses	(17)	13	(13)	20	(40)	25	(8)	20	(78)	20	
Day care	(12)	9	(15)	23	(40)	25	(7)	18	(74)	19	**
Lack of information about educational institutions	(16)	12	(9)	14	(32)	20	(10)	25	(67)	17	
Shift work	(24)	18	(12)	18	(25)	15	(5)	12	(66)	17	
Age	(7)	5	(4)	6	(26)	16	(6)	15	(43)	11	*
Conflict with others on whether you should continue your education	(8)	6	(4)	6	(16)	10	(5)	12	(33)	8	
Writing skills	(5)	4	(2)	3	(20)	12	(2)	5	(29)	7	*
Reading skills	(6)	5	(3)	5	(17)	11	(1)	3	(27)	7	
A physical handicap	(2)	2	←	←	(14)	9	(4)	10	(20)	5	**
Relocation	(2)	2	(2)	3	(4)	3	(2)	5	(10)	3	
Total N = 400											

* Significant at the .05 level using a chi-square test

** Significant at the .01 level or less using a chi-square test

TABLE A7

Percentage of Hamilton Area Women Who Have Problems That Make it Difficult to Continue Their Education or Get Job Retraining by Respondent's Occupation

Problem	Respondent's Occupation						Significance
	Supervisory/ Managerial/ Professional	Clerical/ Sales	Manual	Homemaker/ Other	Total		
	(N) %	(N) %	(N) %	(N) %	(N) %		
Lack of money	(14) 21	(28) 26	(14) 54	(72) 36	(128) 32		**
Math skills	(4) 6	(19) 18	(9) 35	(62) 31	(94) 24		**
Transportation	(10) 15	(12) 11	(6) 23	(55) 28	(83) 21		**
Lack of information about courses	(8) 12	(14) 13	(8) 31	(48) 24	(78) 20		*
Day care	(9) 14	(16) 15	(3) 12	(46) 24	(74) 19		
Lack of information about educational institutions	(3) 5	(12) 11	(9) 35	(43) 22	(67) 17		**
Shift work	(8) 12	(21) 20	(8) 31	(29) 15	(66) 17		
Age	(1) 2	(6) 6	(4) 15	(32) 16	(43) 11		**
Conflict with others on whether you should continue your education	(6) 9	(5) 5	-	(22) 11	(33) 8		
Writing skills	-	(4) 4	(3) 12	(22) 11	(29) 7		**
Reading skills	-	(6) 6	(3) 12	(18) 9	(27) 7		
A physical handicap	(2) 3	-	(1) 4	(17) 9	(20) 5		**
Relocation	(4) 6	(1) 1	-	(5) 3	(10) 3		

Total N = 400

* Significant at the .05 level using a chi-square test

** Significant at the .01 level or less using a chi-square test

TABLE A8

Percentage of Hamilton Area Women Who Have Problems That Make it Difficult to Continue Their Education or Get Job Retraining by Need of Financial Assistance to Continue Their Education

Problem	Need of Financial Assistance						Significance
	Yes		No		Total		
	(N)	%	(N)	%	(N)	%	
Lack of money	(104)	71	(16)	7	(120)	31	**
Math skills	(49)	34	(43)	18	(92)	24	**
Transportation	(47)	32	(33)	14	(80)	21	**
Lack of information about courses	(39)	27	(37)	16	(76)	20	*
Day care	(35)	24	(36)	15	(71)	19	*
Lack of information about educational institutions	(40)	27	(26)	11	(66)	17	**
Shift work	(28)	19	(36)	15	(64)	17	
Age	(18)	12	(25)	11	(43)	11	
Conflict with others on whether you should continue your education	(11)	8	(19)	8	(30)	8	
Writing skills	(13)	9	(16)	7	(29)	8	
Reading skills	(12)	8	(14)	6	(26)	7	
A physical handicap	(9)	6	(11)	5	(20)	5	
Relocation	(6)	4	(3)	1	(9)	2	

Total N = 400

* Significant at the .05 level using a chi-square test

** Significant at the .01 level or less using a chi-square test

TABLE A9

Percentage of Hamilton Area Women Who Have Problems That Make it Difficult
to Continue Their Education or Get Job Retraining by Respondent's Total Family Take-Home Income

Problem	Respondent's Total Family Take-Home Income						Significance
	\$ 20,000 or Less	\$ 20,000 - \$ 40,000	\$ 40,000 +	Total			
	(N) %	(N) %	(N) %	(N) %	(N) %		
Lack of money	(60) 62	(48) 29	(14) 12	(122) 32			**
Math skills	(34) 35	(42) 25	(14) 12	(90) 24			**
Transportation	(31) 32	(33) 20	(13) 11	(77) 20			**
Lack of information about courses	(29) 30	(29) 17	(17) 15	(75) 20			*
Day care	(23) 24	(32) 20	(17) 15	(72) 19			
Lack of information about educational institutions	(28) 29	(26) 16	(10) 9	(64) 17			**
Shift work	(12) 12	(31) 19	(19) 16	(62) 16			
Age	(21) 22	(16) 10	(4) 3	(41) 11			**
Conflict with others on whether you should continue your education	(9) 9	(14) 8	(9) 8	(32) 8			
Writing skills	(14) 14	(11) 7	(2) 2	(27) 7			**
Reading skills	(17) 18	(5) 3	(3) 3	(25) 7			**
A physical handicap	(9) 9	(6) 4	(4) 3	(19) 5			
Relocation	(4) 4	(3) 2	(2) 2	(9) 2			

Total N = 400

* Significant at the .05 level using a chi-square test

** Significant at the .01 level or less using a chi-square test

TABLE A10

Percentage of Hamilton Area Women Who Have Problems That Make it Difficult to Continue Their Education or Get Job Retraining by Respondent's Location

Problem	Respondent's Location								Total	Significance
	Hamilton Mountain	Downtown and West Hamilton	East Hamilton	Burlington	Other	(N)	%	(N)	%	
Lack of money	(36) 38	(25) 50	(29) 43	(15) 20	(23) 20	(128)	32	(128)	32	**
Math skills	(27) 29	(13) 26	(17) 25	(10) 14	(27) 24	(94)	24	(94)	24	
Transportation	(17) 18	(10) 20	(15) 22	(14) 19	(27) 24	(83)	21	(83)	21	
Lack of information about courses	(22) 23	(9) 18	(22) 32	(9) 12	(16) 14	(78)	20	(78)	20	*
Day care	(16) 17	(13) 28	(13) 20	(12) 16	(20) 18	(74)	19	(74)	19	
Lack of information about educational institutions	(19) 20	(9) 18	(23) 34	(4) 5	(12) 11	(67)	17	(67)	17	**
Shift work	(18) 19	(6) 12	(12) 18	(12) 16	(18) 16	(66)	17	(66)	17	
Age	(15) 16	(5) 10	(11) 16	(5) 7	(7) 6	(43)	11	(43)	11	
Conflict with others on whether you should continue your education	(7) 7	(5) 10	(2) 3	(7) 10	(12) 11	(33)	8	(33)	8	
Writing skills	(6) 7	(3) 6	(10) 15	(1) 1	(9) 8	(29)	7	(29)	7	*
Reading skills	(8) 9	(4) 8	(10) 15	(1) 1	(4) 4	(27)	7	(27)	7	*
A physical handicap	(4) 4	(3) 6	(5) 7	(2) 3	(6) 5	(20)	5	(20)	5	
Relocation	(1) 1	(1) 2	(2) 3	(1) 1	(5) 4	(10)	3	(10)	3	
Total N = 400										

* Significant at the .05 level using a chi-square test

** Significant at the .01 level or less using a chi-square test

TABLE A11

Percentage of Hamilton Area Women Who Have Problems That Make it Difficult
to Continue Their Education or Get Job Retraining
by Measure of Guilt

Problem	Measure of Guilt								Significance
	Low 4 - 6		7 - 8		High 9 +		Total		
	(N)	%	(N)	%	(N)	%	(N)	%	
Lack of money	(34)	27	(61)	30	(33)	47	(128)	32	*
Math skills	(28)	23	(45)	22	(21)	30	(94)	24	
Transportation	(28)	23	(31)	15	(24)	34	(83)	21	**
Lack of information about courses	(24)	20	(30)	15	(24)	34	(78)	20	**
Day care	(14)	11	(45)	22	(15)	22	(74)	19	*
Lack of information about educational institutions	(18)	15	(28)	14	(21)	30	(67)	17	**
Shift work	(20)	16	(32)	16	(14)	20	(66)	17	
Age	(15)	12	(14)	7	(14)	20	(43)	11	**
Conflict with others on whether you should continue your education	(9)	7	(21)	10	(3)	4	(33)	8	
Writing skills	(10)	8	(9)	4	(10)	14	(29)	7	*
Reading skills	(7)	6	(8)	4	(12)	17	(27)	7	**
A physical handicap	(8)	7	(6)	3	(6)	9	(20)	5	
Relocation	(3)	2	(7)	3	-	-	(10)	3	

Total N = 400

* Significant at the .05 level using a chi-square test

** Significant at the .01 level or less using a chi-square test

TABLE A12

Percentage of Hamilton Area Women Who Have Problems That Make it Difficult
to Continue Their Education or Get Job Retraining
by Measure of Tension

Problem	Measure of Tension								Significance
	Low 6 - 7		8 - 9		High 10 +		Total		
	(N)	%	(N)	%	(N)	%	(N)	%	
Lack of money	(31)	22	(54)	41	(43)	34	(128)	32	**
Math skills	(26)	18	(27)	21	(41)	33	(94)	24	*
Transportation	(27)	19	(25)	19	(31)	24	(83)	21	
Lack of information about courses	(20)	14	(25)	19	(33)	26	(78)	20	*
Day care	(17)	12	(33)	25	(24)	19	(74)	19	*
Lack of information about educational institutions	(15)	11	(20)	15	(32)	25	(67)	17	**
Shift work	(21)	15	(25)	19	(20)	16	(66)	17	
Age	(13)	9	(9)	7	(21)	17	(43)	11	*
Conflict with others on whether you should continue your education	(14)	10	(10)	8	(9)	7	(33)	8	
Writing skills	(4)	3	(9)	7	(16)	13	(29)	7	**
Reading skills	(2)	1	(10)	8	(15)	12	(27)	7	**
A physical handicap	(3)	2	(5)	4	(12)	9	(20)	5	*
Relocation	(2)	1	(5)	4	(3)	2	(10)	3	

Total N = 400

* Significant at the .05 level using a chi-square test

** Significant at the .01 level or less using a chi-square test

TABLE A13

Percentage of Hamilton Area Women Who Have Problems That Make it Difficult
to Continue Their Education or Get Job Retraining
by Measure of Self-Esteem

Problem	Measure of Self-Esteem						Significance
	Low- Less Than or Equal to 20		High 21		Total		
	(N)	%	(N)	%	(N)	%	
Lack of money	(47)	38	(81)	30	(128)	32	
Math skills	(47)	38	(47)	17	(94)	24	**
Transportation	(34)	27	(49)	18	(83)	21	*
Lack of information about courses	(36)	29	(42)	15	(78)	20	**
Day care	(19)	16	(55)	20	(74)	19	
Lack of information about educational institutions	(34)	27	(33)	12	(67)	17	**
Shift work	(25)	20	(41)	15	(66)	17	
Age	(23)	18	(20)	7	(43)	11	**
Conflict with others on whether you should continue your education	(13)	10	(20)	7	(33)	8	
Writing skills	(20)	16	(9)	3	(29)	7	**
Reading skills	(18)	14	(9)	3	(27)	7	**
A physical handicap	(14)	11	(6)	2	(20)	5	**
Relocation	(1)	1	(9)	3	(10)	3	

Total N = 400

* Significant at the .05 level using a chi-square test

** Significant at the .01 level or less using a chi-square test

TABLE A14

Percentage of Hamilton Area Women Who Have Problems That Make it Difficult to Continue Their Education or Get Job Retraining by Measure of Personal Control

Problem	Measure of Personal Control						Significance				
	Low 6 ~ 11		12 ~ 15		16 ~ 17			High 18	Total		
	(N)	%	(N)	%	(N)	%					
Lack of money	(15)	42	(31)	35	(43)	36	(39)	25	(128)	32	
Math skills	(9)	26	(27)	31	(37)	31	(21)	13	(94)	24	**
Transportation	(7)	19	(25)	28	(25)	21	(26)	17	(83)	21	
Lack of information about courses	(10)	28	(19)	22	(25)	21	(24)	15	(78)	20	
Day care	(11)	31	(12)	14	(24)	21	(27)	18	(74)	19	
Lack of information about educational institutions	(10)	28	(17)	20	(23)	20	(17)	11	(67)	17	*
Shift work	(4)	11	(16)	18	(17)	14	(29)	18	(66)	17	
Age	(5)	14	(13)	15	(14)	12	(11)	7	(43)	11	
Conflict with others on whether you should continue your education	(3)	8	(5)	6	(14)	12	(11)	7	(33)	8	
Writing skills	(2)	6	(11)	13	(13)	11	(3)	2	(29)	7	**
Reading skills	(2)	6	(11)	13	(11)	9	(3)	2	(27)	7	**
A physical handicap	(4)	11	(5)	6	(6)	5	(5)	3	(20)	5	
Relocation	(1)	3	(2)	2	(2)	2	(5)	3	(10)	3	

Total N = 400

* Significant at the .05 level using a chi-square test

** Significant at the .01 level or less using a chi-square test

TABLE A15

Percentage of Hamilton Area Women Who Have Problems That Make it Difficult to Continue Their Education or Get Job Retraining by Measure of Depression

Problem	Measure of Depression								Significance		
	Low 5		6		7		High 8			Total	
	(N)	%	(N)	%	(N)	%	(N)	%			
Lack of money	(20)	21	(25)	26	(46)	41	(37)	37	(128)	32	**
Math skills	(13)	14	(26)	21	(31)	28	(36)	36	(94)	24	*
Transportation	(14)	15	(17)	18	(25)	23	(27)	27	(83)	21	
Lack of information about courses	(19)	20	(10)	11	(23)	21	(26)	27	(78)	20	*
Day care	(15)	16	(8)	9	(26)	24	(25)	26	(74)	19	**
Lack of information about educational institutions	(16)	17	(8)	8	(18)	16	(25)	26	(67)	17	*
Shift work	(13)	14	(16)	17	(22)	20	(15)	15	(66)	17	
Age	(9)	10	(9)	10	(11)	10	(14)	14	(43)	11	
Conflict with others on whether you should continue your education	(9)	10	(10)	11	(5)	5	(9)	9	(33)	8	
Writing skills	(4)	4	(7)	7	(5)	5	(13)	13	(29)	7	
Reading skills	(4)	4	(6)	6	(7)	6	(10)	10	(27)	7	
A physical handicap	(5)	5	(2)	2	(4)	4	(9)	9	(20)	5	
Relocation	(1)	1	(1)	1	(4)	4	(4)	4	(10)	3	

Total N = 400

* Significant at the .05 level using a chi-square test

** Significant at the .01 level or less using a chi-square test

TABLE A15

Percentage of Hamilton Area Women Who Have Problems That Make it Difficult to Continue Their Education or Get Job Retraining by Measure of Depression

Problem	Measure of Depression								Significance		
	Low 5		6		7		High 8			Total	
	(N)	%	(N)	%	(N)	%	(N)	%			
Lack of money	(20)	21	(25)	26	(46)	41	(37)	37	(128)	32	**
Math skills	(13)	14	(20)	21	(31)	28	(33)	33	(94)	24	*
Transportation	(14)	15	(17)	18	(25)	23	(27)	27	(83)	21	
Lack of information about courses	(19)	20	(10)	11	(23)	21	(26)	27	(78)	20	*
Day care	(15)	16	(8)	9	(26)	24	(25)	26	(74)	19	**
Lack of information about educational institutions	(16)	17	(8)	8	(18)	16	(25)	26	(67)	17	*
Shift work	(13)	14	(16)	17	(22)	20	(15)	15	(66)	17	
Age	(9)	10	(9)	10	(11)	10	(14)	14	(43)	11	
Conflict with others on whether you should continue your education	(9)	10	(10)	11	(5)	5	(9)	9	(33)	8	
Writing skills	(4)	4	(7)	7	(5)	5	(13)	13	(29)	7	
Reading skills	(4)	4	(6)	6	(7)	6	(10)	10	(27)	7	
A physical handicap	(5)	5	(2)	2	(4)	4	(9)	9	(20)	5	
Relocation	(1)	1	(1)	1	(4)	4	(4)	4	(10)	3	
Total N = 400											

* Significant at the .05 level using a chi-square test

** Significant at the .01 level or less using a chi-square test

TABLE A16

Percentage of Hamilton Area Women Who Have Problems That Make it Difficult to
Continue Their Education or Get Job Retraining by Aware of
Education Information Centre

Problem	Aware of Education Information Centre						Significance
	Yes		No/DK/NA		Total		
	(N)	%	(N)	%	(N)	%	
Lack of money	(69)	30	(59)	34	(128)	32	
Math skills	(42)	18	(52)	30	(94)	24	**
Transportation	(45)	20	(38)	22	(83)	21	
Lack of information about courses	(27)	12	(51)	30	(78)	20	**
Day care	(40)	18	(34)	20	(74)	19	
Lack of information about educational institutions	(23)	10	(44)	26	(67)	17	**
Shift work	(35)	15	(31)	18	(66)	17	
Age	(20)	9	(23)	13	(43)	11	
Conflict with others on whether you should continue your education	(21)	9	(12)	7	(33)	8	
Writing skills	(11)	5	(18)	11	(29)	7	*
Reading skills	(10)	4	(17)	10	(27)	7	*
A physical handicap	(14)	6	(6)	4	(20)	5	
Relocation	(5)	2	(5)	3	(10)	3	

Total N = 400

* Significant at the .05 level using a chi-square test

** Significant at the .01 level or less using a chi-square test

TABLE A17

Percentage of Hamilton Area Women Who Have Problems That Make it Difficult
to Continue Their Education or Get Job Retraining by in Contact
With Education Information Centre

Problem	In Contact With Education Information Centre						Significance
	Yes		No		Total		
	(N)	%	(N)	%	(N)	%	
Lack of money	(23)	33	(105)	32	(128)	32	
Math skills	(11)	16	(83)	25	(94)	24	
Transportation	(11)	16	(72)	22	(83)	21	
Lack of information about courses	(4)	6	(74)	22	(78)	20	**
Day care	(9)	13	(65)	20	(74)	19	
Lack of information about educational institutions	(3)	4	(64)	19	(67)	17	**
Shift work	(7)	10	(59)	18	(66)	17	
Age	(3)	4	(40)	12	(43)	11	
Conflict with others on whether you should continue your education	(7)	10	(26)	8	(33)	8	
Writing skills	(3)	4	(26)	8	(29)	7	
Reading skills	(3)	4	(24)	7	(27)	7	
A physical handicap	(3)	4	(17)	5	(20)	5	
Relocation	(1)	1	(9)	3	(10)	3	

Total N = 400

- * Significant at the .05 level using a chi-square test
 ** Significant at the .01 level or less using a chi-square test

TABLE A18

Percentage of Hamilton Area Women Who Have Problems That Make it Difficult to
Continue Their Education or Get Job Retraining by Aware of
Counselling Department at McMaster

Problem	Aware of Counselling Department at McMaster						Significance
	Yes		No/DK/NA		Total		
	(N)	%	(N)	%	(N)	%	
Lack of money	(27)	25	(101)	35	(128)	32	
Math skills	(10)	9	(84)	29	(94)	24	**
Transportation	(16)	15	(67)	23	(83)	21	
Lack of information about courses	(12)	11	(66)	23	(78)	20	*
Day care	(17)	16	(57)	20	(74)	19	
Lack of information about educational institutions	(10)	9	(57)	20	(67)	17	*
Shift work	(15)	14	(51)	18	(66)	17	
Age	(8)	7	(35)	12	(43)	11	
Conflict with others on whether you should continue your education	(13)	12	(20)	7	(33)	8	
Writing skills	(1)	1	(28)	10	(29)	7	**
Reading skills	(2)	2	(25)	9	(27)	7	*
A physical handicap	(4)	4	(16)	6	(20)	5	
Relocation	(4)	4	(6)	2	(10)	3	

Total N = 400

* Significant at the .05 level using a chi-square test

** Significant at the .01 level or less using a chi-square test

TABLE A19

Percentage of Hamilton Area Women Who Have Problems That Make it Difficult to Continue Their Education or Get Job Retraining by Measure of Social Support

Problem	Measure of Social Support						Significance
	Low Less Than 10	10	11	High 12	Total		
	(N) %	(N) %	(N) %	(N) %	(N) %		
Lack of money	(43) 38	(35) 34	(30) 29	(20) 24	(128) 32		
Math skills	(32) 29	(24) 24	(25) 24	(13) 16	(94) 24		
Transportation	(34) 30	(17) 17	(22) 21	(10) 12	(83) 21		*
Lack of information about courses	(26) 23	(21) 21	(20) 19	(11) 13	(78) 20		
Day care	(29) 26	(23) 23	(14) 14	(8) 10	(74) 19		*
Lack of information about educational institutions	(21) 19	(20) 20	(17) 17	(9) 11	(67) 17		
Shift work	(16) 14	(20) 20	(19) 18	(11) 13	(66) 17		
Age	(12) 11	(8) 8	(17) 17	(6) 7	(43) 11		
Conflict with others on whether you should continue your education	(11) 10	(13) 13	(5) 5	(4) 5	(33) 8		
Writing skills	(11) 10	(7) 7	(8) 8	(3) 4	(29) 7		
Reading skills	(10) 9	(8) 8	(7) 7	(2) 2	(27) 7		
A physical handicap	(9) 8	(2) 2	(8) 8	(1) 1	(20) 5		*
Relocation	(5) 5	(5) 5	-	-	(10) 3		*
Total N = 400							

* Significant at the .05 level using a chi-square test

** Significant at the .01 level or less using a chi-square test

TABLE A20

Percentage of Hamilton Area Women Who Would Like More Information on Specific Aspects
of Post Secondary Education by Respondent's Age

More Information About:	Respondent's Age						Significance
	Less Than 30	30 - 49	50 +	Total			
	(N) %	(N) %	(N) %	(N) %			
Career options	(63) 66	(84) 47	(23) 19	(170) 43			**
Educational upgrading courses	(52) 54	(79) 44	(36) 30	(167) 42			**
Community college	(51) 54	(75) 42	(26) 22	(152) 39			**
Job retraining program	(46) 48	(74) 42	(27) 22	(147) 37			**
Skills assessment	(53) 55	(70) 39	(28) 23	(151) 38			**
Financial assistance	(45) 47	(66) 37	(25) 21	(136) 34			**
Counselling services on education	(51) 53	(59) 33	(24) 20	(134) 34			**
Co-op education	(42) 44	(46) 26	(16) 13	(104) 26			**
Correspondence courses	(31) 32	(35) 20	(19) 16	(85) 22			**
University	(27) 28	(39) 22	(10) 8	(76) 19			**
Day care	(38) 40	(37) 21	(2) 2	(77) 20			**
Apprenticeship	(28) 29	(29) 16	(15) 12	(72) 18			**

Total N = 400

* Significant at the .05 level using a chi-square test

** Significant at the .01 level or less using a chi-square test

TABLE A21

Percentage of Hamilton Area Women Who Would Like More Information on
Specific Aspects of Post Secondary Education by Whether There Are
Children Living at Home

More Information About:	Children Living at Home						Significance
	Yes		No		Total		
	(N)	%	(N)	%	(N)	%	
Career options	(122)	55	(50)	28	(172)	43	**
Educational upgrading courses	(115)	51	(54)	31	(169)	42	**
Community college	(107)	48	(47)	27	(154)	39	**
Job retraining program	(105)	47	(45)	26	(150)	38	**
Skills assessment	(104)	46	(47)	27	(151)	38	**
Financial assistance	(99)	44	(40)	23	(139)	35	**
Counselling services on education	(96)	43	(40)	23	(136)	34	**
Co-op education	(71)	32	(33)	19	(104)	26	**
Correspondence courses	(58)	26	(29)	17	(87)	22	*
University	(50)	22	(27)	15	(77)	19	
Day care	(70)	31	(7)	4	(77)	19	**
Apprenticeship	(49)	22	(24)	14	(73)	18	*

Total N = 400

* Significant at the .05 level using a chi-square test

** Significant at the .01 level or less using a chi-square test

TABLE A22

Percentage of Hamilton Area Women Who Would Like More Information on Specific Aspects
of Post Secondary Education by Family Structure

More Information About:	Family Structure						Significance
	Children Under 5	School Aged Children 5 - 12	All Children 12 +	No Children	Total		
	(N) %	(N) %	(N) %	(N) %	(N) %		
Career options	(46) 59	(49) 58	(27) 44	(50) 28	(172) 43		**
Educational upgrading courses	(39) 50	(46) 55	(30) 48	(54) 31	(169) 42		**
Community college	(38) 49	(43) 51	(26) 42	(47) 27	(154) 39		**
Job retraining program	(35) 45	(48) 57	(22) 36	(45) 26	(150) 38		**
Skills assessment	(37) 47	(42) 50	(25) 40	(47) 27	(151) 38		**
Financial assistance	(37) 47	(39) 46	(23) 37	(40) 23	(139) 35		**
Counselling services on education	(32) 41	(42) 50	(22) 36	(40) 23	(136) 34		**
Co-op education	(27) 35	(32) 38	(12) 19	(33) 19	(104) 26		**
Correspondence courses	(21) 27	(23) 27	(14) 23	(29) 17	(87) 22		
University	(20) 26	(19) 23	(11) 18	(27) 15	(77) 19		
Day care	(49) 63	(18) 21	(3) 5	(7) 4	(77) 19		**
Apprenticeship	(18) 23	(23) 27	(8) 13	(24) 14	(73) 18		*

Total N = 400

* Significant at the .05 level using a chi-square test

** Significant at the .01 level or less using a chi-square test

TABLE A23

Percentage of Hamilton Area Women Who Would Like More Information on Specific Aspects
of Post Secondary Education by Respondent's Education

More Information About:	Respondent's Education						Significance
	Some Secondary or Less	Completed Secondary	Some Post Secondary	Total			
	(N) %	(N) %	(N) %	(N) %	(N) %		
Career options	(58) 44	(61) 44	(53) 42	(172) 44			
Educational upgrading courses	(72) 55	(56) 41	(40) 32	(168) 43			**
Community college	(53) 41	(54) 39	(47) 37	(154) 39			
Job retraining program	(64) 49	(51) 37	(35) 28	(150) 38			**
Skills assessment	(56) 43	(56) 41	(39) 31	(151) 38			
Financial assistance	(66) 50	(41) 30	(32) 25	(139) 35			**
Counselling services on education	(54) 41	(45) 33	(37) 29	(136) 34			
Co-op education	(45) 35	(33) 24	(26) 21	(104) 26			*
Correspondence courses	(44) 34	(25) 18	(18) 14	(87) 22			**
University	(20) 15	(19) 14	(38) 30	(77) 20			**
Day care	(30) 23	(17) 12	(30) 24	(77) 20			*
Apprenticeship	(36) 28	(22) 16	(15) 12	(73) 19			**

Total N = 400

* Significant at the .05 level using a chi-square test

** Significant at the .01 level or less using a chi-square test

TABLE A24

Percentage of Hamilton Area Women Who Would Like More Information on Specific Aspects
of Post Secondary Education by Respondent's Occupation

More Information About:	Respondent's Occupation								Significance
	Supervisory/ Managerial/ Professional		Clerical/ Sales		Manual		Homemaker/ Other		
	(N)	%	(N)	%	(N)	%	(N)	%	
Career options	(21)	31	(56)	52	(9)	35	(86)	43	★
Educational upgrading courses	(20)	30	(50)	47	(13)	50	(86)	43	
Community college	(22)	33	(49)	46	(8)	31	(75)	38	
Job retraining program	(12)	18	(39)	36	(15)	58	(84)	42	★★
Skills assessment	(18)	27	(52)	49	(10)	39	(71)	36	*
Financial assistance	(16)	24	(36)	34	(12)	46	(75)	38	
Counselling services on education	(17)	25	(38)	36	(9)	35	(72)	36	
Co-op education	(12)	18	(28)	26	(7)	27	(57)	29	
Correspondence courses	(13)	19	(19)	18	(9)	35	(46)	23	
University	(16)	24	(24)	22	(3)	12	(34)	17	
Day care	(14)	21	(18)	17	(3)	12	(42)	21	
Apprenticeship	(6)	9	(18)	17	(6)	23	(43)	22	

Total N = 400

* Significant at the .05 level using a chi-square test

** Significant at the .01 level or less using a chi-square test

TABLE A25

Percentage of Hamilton Area Women Who Would Like More Information on
Specific Aspects of Post Secondary Education by Need of Financial Assistance

More Information About:	Need of Financial Assistance						Significance
	Yes		No		Total		
	(N)	%	(N)	%	(N)	%	
Career options	(74)	51	(88)	37	(162)	42	*
Educational upgrading courses	(82)	56	(81)	34	(163)	42	**
Community college	(68)	47	(81)	34	(149)	39	*
Job retraining program	(78)	53	(68)	29	(146)	38	**
Skills assessment	(66)	45	(79)	33	(145)	38	*
Financial assistance	(98)	67	(33)	14	(131)	34	**
Counselling services on education	(60)	41	(67)	28	(127)	33	*
Co-op education	(52)	36	(46)	19	(98)	26	**
Correspondence courses	(49)	34	(35)	15	(84)	22	**
University	(29)	20	(45)	19	(74)	19	
Day care	(38)	26	(36)	15	(74)	19	*
Apprenticeship	(42)	29	(27)	11	(69)	18	**

Total N = 400

* Significant at the .05 level using a chi-square test

** Significant at the .01 level or less using a chi-square test

TABLE A26

Percentage of Hamilton Area Women who Would Like More Information on Specific Aspects
of Post Secondary Education by Family Income

More Information About:	Family Income						Significance
	\$ 20,000 or Less		\$ 20,000 - \$ 40,000		\$ 40,000 +		
	(N)	%	(N)	%	(N)	%	
Career options	(45)	46	(74)	44	(48)	41	44
Educational upgrading courses	(53)	55	(72)	43	(40)	34	43 *
Community college	(45)	46	(66)	39	(39)	33	39
Job retraining program	(47)	49	(68)	41	(32)	28	39 **
Skills assessment	(45)	46	(61)	36	(41)	35	39
Financial assistance	(59)	61	(58)	35	(17)	15	35 **
Counselling services on education	(43)	44	(58)	35	(32)	27	35 *
Co-op education	(27)	28	(51)	30	(23)	20	27
Correspondence courses	(25)	26	(41)	24	(20)	17	23
University	(17)	18	(24)	14	(33)	28	19 *
Day care	(25)	26	(29)	18	(19)	16	19
Apprenticeship	(27)	28	(31)	19	(12)	10	18 **
Total N = 400							

* Significant at the .05 level using a chi-square test

** Significant at the .01 level or less using a chi-square test

TABLE A27

Percentage of Hamilton Area Women Who Would Like More Information on
Specific Aspects of Post Secondary Education by Measure of Self-Esteem

More Information About:	Measure of Self-Esteem						Significance
	Less Than or Equal to 20		21		Total		
	(N)	%	(N)	%	(N)	%	
Career options	(53)	42	(119)	43	(172)	43	
Educational upgrading courses	(65)	52	(104)	38	(169)	42	*
Community college	(48)	38	(106)	39	(154)	39	
Job retraining program	(59)	47	(91)	33	(150)	38	**
Skills assessment	(51)	41	(100)	36	(151)	38	
Financial assistance	(59)	47	(80)	29	(139)	35	**
Counselling services on education	(48)	38	(83)	32	(136)	34	
Co-op education	(38)	31	(66)	24	(104)	26	
Correspondence courses	(38)	30	(49)	18	(87)	22	**
University	(21)	17	(56)	20	(77)	19	
Day care	(22)	18	(55)	20	(77)	19	
Apprenticeship	(24)	19	(49)	18	(73)	18	

Total N = 400

* Significant at the .05 level using a chi-square test

** Significant at the .01 level or less using a chi-square test

TABLE A28

Percentage of Hamilton Area Women Who Would Like More Information on Specific Aspects
of Post Secondary Education by Measure of Depression

More Information About:	Measure of Depression							Total (N)	Significance
	Low 5 (N)	5 (N)	6 (N)	7 (N)	High 8 + (N)	8 + (N)	9 (N)		
Career options	(42) 44	(31) 33	(51) 46	(48) 49	(172) 43				
Educational upgrading courses	(36) 38	(32) 34	(54) 49	(47) 48	(169) 42				
Community college	(37) 39	(28) 30	(46) 41	(43) 43	(154) 39				
Job retraining program	(35) 37	(23) 24	(48) 43	(44) 44	(150) 38				*
Skills assessment	(37) 39	(27) 28	(48) 43	(39) 39	(151) 38				
Financial assistance	(25) 26	(25) 26	(50) 45	(39) 39	(139) 35				**
Counselling services on education	(35) 37	(23) 24	(41) 37	(37) 37	(136) 34				
Co-op education	(27) 28	(14) 15	(41) 37	(22) 22	(104) 26				**
Correspondence courses	(22) 23	(18) 19	(25) 23	(22) 22	(87) 22				
University	(18) 19	(18) 19	(22) 20	(19) 19	(77) 19				
Day care	(12) 13	(11) 12	(30) 27	(24) 25	(77) 19				**
Apprenticeship	(20) 21	(14) 15	(23) 21	(16) 16	(73) 18				

Total N = 400

* Significant at the .05 level using a chi-square test

** Significant at the .01 level or less using a chi-square test

TABLE A29

Percentage of Hamilton Area Women Who Would Like More Information on Specific Aspects
of Post Secondary Education by Measure of Control

More Information About:	Measure of Control								Significance		
	Low 6 - 11		12 - 15		16 - 17		High 18			Total	
	(N)	%	(N)	%	(N)	%	(N)	%			
Career options	(12)	33	(42)	48	(48)	41	(70)	44	(172)	43	
Educational upgrading courses	(18)	50	(44)	50	(46)	39	(61)	39	(169)	42	
Community college	(12)	33	(40)	46	(47)	40	(55)	35	(154)	39	
Job retraining program	(17)	47	(41)	47	(45)	38	(47)	30	(150)	38	*
Skills assessment	(13)	36	(36)	41	(43)	36	(59)	37	(151)	38	
Financial assistance	(20)	56	(38)	43	(41)	35	(40)	25	(139)	35	**
Counselling services on education	(10)	28	(32)	36	(39)	33	(55)	35	(136)	34	
Co-op education	(7)	19	(25)	29	(32)	27	(40)	25	(104)	26	
Correspondence courses	(12)	33	(21)	24	(19)	16	(35)	22	(87)	22	
University	(5)	14	(16)	18	(24)	20	(32)	20	(77)	19	
Day care	(10)	28	(13)	15	(26)	22	(28)	18	(77)	19	
Apprenticeship	(2)	6	(23)	26	(18)	15	(30)	19	(73)	18	*
Total N = 400											

* Significant at the .05 level using a chi-square test

** Significant at the .01 level or less using a chi-square test

TABLE A30

Percentage of Hamilton Area Women Who Would Like More Information on Specific Aspects
of Post Secondary Education by Measure of Tension

More Information About:	Measure of Tension						Significance		
	Low 6 - 7		8 - 9		High 10 +			Total	
	(N)	%	(N)	%	(N)	%			
Career options	(56)	40	(60)	46	(56)	44	(172)	43	
Educational upgrading courses	(52)	37	(57)	43	(60)	47	(169)	42	
Community college	(53)	38	(53)	40	(48)	38	(154)	39	
Job retraining programs	(46)	33	(50)	38	(54)	43	(150)	38	
Skills assessment	(47)	33	(59)	45	(45)	35	(151)	38	
Financial assistance	(35)	25	(51)	39	(53)	42	(139)	35	**
Counselling services on education	(46)	33	(42)	32	(48)	38	(136)	34	
Co-op education	(33)	23	(35)	27	(36)	29	(104)	26	
Correspondence courses	(24)	17	(30)	23	(33)	26	(87)	22	
University	(21)	15	(34)	26	(22)	17	(77)	19	
Day care	(16)	11	(36)	28	(25)	20	(77)	19	**
Apprenticeship	(25)	18	(25)	19	(23)	18	(73)	18	

Total N = 400

* Significant at the .05 level using a chi-square test

** Significant at the .01 level or less using a chi-square test

TABLE A31

Percentage of Hamilton Area Women Who Express a Need for Information on
Specific Programs or Seminars Offered in Colleges or Universities
by Respondent's Age

Programs or Seminars	Respondent's Age								Significance
	Less Than 30		30 - 49		50 +		Total		
	(N)	%	(N)	%	(N)	%	(N)	%	
Stress management courses	(46)	48	(87)	49	(34)	28	(167)	42	**
Time management courses	(44)	46	(64)	36	(18)	15	(126)	32	**
Math readiness programs	(24)	25	(47)	26	(19)	16	(90)	23	
Study support groups	(18)	19	(36)	20	(20)	17	(74)	19	
Overcoming test anxiety courses	(20)	21	(36)	20	(13)	11	(69)	18	
Essay writing courses	(18)	19	(32)	18	(15)	12	(65)	17	
Seminars on note taking	(15)	16	(33)	19	(14)	12	(62)	16	
Overcoming math anxiety courses	(13)	14	(35)	20	(11)	9	(59)	15	*
Reading readiness programs	(13)	14	(27)	15	(14)	12	(54)	14	
Assertiveness training	(38)	43	(66)	38	(28)	24	(132)	35	**
Total N = 400									

* Significant at the .05 level using a chi-square test

** Significant at the .01 level or less using a chi-square test

TABLE A32

Percentage of Hamilton Area Women Who Express a Need for Information
on Specific Programs or Seminars Offered in Colleges or Universities
by Whether There are Children Living at Home

Programs or Seminars	Children Living at Home						Significance
	Yes		No		Total		
	(N)	%	(N)	%	(N)	%	
Stress management courses	(106)	47	(61)	35	(167)	42	*
Time management courses	(87)	39	(39)	22	(126)	32	**
Math readiness programs	(69)	31	(23)	13	(92)	23	**
Study support groups	(56)	25	(18)	10	(74)	19	**
Overcoming test anxiety courses	(53)	24	(18)	10	(71)	18	**
Essay writing courses	(43)	19	(22)	13	(65)	16	
Seminars on note taking	(41)	18	(22)	13	(63)	16	
Overcoming math anxiety courses	(49)	22	(12)	7	(61)	15	**
Reading readiness programs	(37)	17	(18)	10	(55)	14	
Assertiveness training	(88)	40	(44)	27	(132)	34	**

Total N = 400

* Significant at the .05 level using a chi-square test

** Significant at the .01 level or less using a chi-square test

TABLE A33

Percentage of Hamilton Area Women Who Express a Need For Information on Specific Programs or Seminars Offered in Colleges or Universities by Family Structure

Programs or Seminars	Family Structure						Total	Significance
	Any Children Less Than 5	School Aged Children 5 - 12	All Children 12 +	No Children				
	(N) %	(N) %	(N) %	(N) %	(N) %	(N) %		
Stress management courses	(38) 49	(38) 45	(30) 48	(61) 35	(167) 42			
Time management courses	(33) 42	(34) 41	(20) 32	(39) 22	(126) 32			**
Math readiness programs	(27) 35	(27) 32	(15) 24	(23) 13	(92) 23			**
Study support groups	(18) 23	(23) 27	(15) 24	(18) 10	(74) 19			**
Overcoming test anxiety courses	(13) 17	(27) 32	(13) 21	(18) 10	(71) 18			**
Essay writing courses	(14) 18	(15) 18	(14) 23	(22) 13	(65) 16			
Seminars on note taking	(9) 12	(16) 19	(16) 26	(22) 13	(63) 16			*
Overcoming math anxiety courses	(15) 19	(21) 25	(13) 21	(12) 7	(61) 15			**
Reading readiness programs	(9) 12	(13) 16	(15) 24	(18) 10	(55) 14			*
Assertiveness training	(33) 42	(35) 44	(20) 33	(44) 27	(132) 34			*

Total N = 400

* Significant at the .05 level using a chi-square test

** Significant at the .01 level or less using a chi-square test

TABLE A34

Percentage of Hamilton Area Women Who Express a Need for Information on
Specific Programs or Seminars Offered in Colleges or Universities
by Respondent's Education

Programs or Seminars	Respondent's Education								Significance
	Some Secondary or Less		Completed Secondary		Some Post Secondary		Total		
	(N)	%	(N)	%	(N)	%	(N)	%	
Stress management courses	(52)	40	(56)	41	(58)	46	(166)	42	
Time management courses	(39)	30	(35)	25	(51)	41	(125)	32	*
Math readiness programs	(49)	37	(28)	20	(15)	12	(92)	23	**
Study support groups	(30)	23	(23)	17	(21)	17	(74)	19	
Overcoming test anxiety courses	(34)	26	(19)	14	(17)	14	(70)	18	*
Essay writing courses	(22)	17	(18)	13	(24)	19	(64)	16	
Seminars on note taking	(26)	20	(17)	12	(20)	16	(63)	16	
Overcoming math anxiety courses	(32)	24	(15)	11	(14)	11	(61)	15	**
Reading readiness programs	(29)	22	(17)	12	(9)	7	(55)	14	**
Assertiveness training	(43)	35	(44)	33	(44)	36	(131)	35	

Total N = 400

* Significant at the .05 level using a chi-square test

** Significant at the .01 level or less using a chi-square test

TABLE A35

Percentage of Hamilton Area Women Who Express a Need For Information on Specific Programs or Seminars Offered in Colleges or Universities by Employment Status

Programs or Seminars	Employment Status								Significance		
	Work Full-time		Work Part-time		Homemaker		Other				
	(N)	%	(N)	%	(N)	%	(N)	%			
Stress management courses	(67)	51	(31)	47	(53)	33	(16)	39	(167)	42	*
Time management courses	(51)	39	(24)	36	(38)	24	(13)	32	(126)	32	*
Math readiness programs	(20)	15	(10)	15	(53)	33	(9)	22	(92)	23	**
Study support groups	(25)	19	(12)	18	(30)	19	(7)	17	(74)	19	
Overcoming test anxiety courses	(19)	15	(13)	20	(30)	19	(9)	22	(71)	18	
Essay writing courses	(20)	15	(12)	18	(24)	15	(9)	22	(65)	16	
Seminars on note taking	(19)	15	(12)	18	(22)	14	(10)	24	(63)	16	
Overcoming math anxiety courses	(17)	13	(6)	9	(31)	19	(7)	17	(61)	15	
Reading readiness programs	(17)	13	(10)	15	(22)	14	(6)	15	(55)	14	
Assertiveness training	(42)	34	(30)	48	(48)	30	(12)	32	(132)	34	
Total N = 400											

* Significant at the .05 level using a chi-square test
 ** Significant at the .01 level or less using a chi-square test

TABLE A36

Percentage of Hamilton Area Women Who Express a Need For Information on Specific Programs or Seminars
Offered in Colleges or Universities by Respondent's Occupation

Programs or Seminars	Respondent's Occupation								Significance
	Supervisory/ Managerial/ Professional	Clerical/ Sales	Manual	Homemaker/ Other	Total	(N)	%	(N)	
Stress management courses	(33) 49	(54) 51	(12) 46	(68) 34	(167) 42				*
Time management courses	(29) 43	(42) 39	(6) 23	(49) 25	(126) 32				**
Math readiness programs	(10) 15	(17) 16	(3) 12	(62) 31	(92) 23				**
Study support groups	(12) 18	(19) 18	(5) 19	(38) 19	(74) 19				
Overcoming test anxiety courses	(12) 18	(16) 15	(3) 12	(40) 20	(71) 18				
Essay writing courses	(15) 22	(16) 15	(1) 4	(33) 17	(65) 16				
Seminars on note taking	(10) 15	(16) 15	(5) 19	(32) 16	(63) 16				
Overcoming math anxiety courses	(6) 9	(13) 12	(2) 8	(40) 20	(61) 15				
Reading readiness programs	(10) 15	(13) 12	(4) 15	(28) 14	(55) 14				
Assertiveness training	(22) 34	(43) 43	(8) 31	(59) 31	(132) 35				

Total N = 400

* Significant at the .05 level using a chi-square test

** Significant at the .01 level or less using a chi-square test

TABLE A37

Percentage of Hamilton Area Women Who Express a Need for Information
on Specific Programs or Seminars Offered in Colleges or Universities
by Whether They Would Need Financial Assistance

Programs or Seminars	Financial Assistance Needed						Significance
	Yes		No/DK/NA		Total		
	(N)	%	(N)	%	(N)	%	
Stess management courses	(66)	45	(93)	39	(159)	41	
Time management courses	(50)	34	(69)	29	(119)	31	
Math readiness programs	(53)	36	(38)	16	(91)	24	**
Study support groups	(33)	23	(38)	16	(71)	19	
Overcoming test anxiety courses	(39)	27	(27)	11	(66)	17	**
Essay writing courses	(30)	21	(31)	13	(61)	16	
Seminars on note taking	(30)	21	(29)	12	(59)	15	*
Overcoming math anxiety courses	(28)	19	(28)	12	(56)	15	
Reading readiness programs	(35)	24	(19)	8	(54)	14	**
Assertiveness training	(57)	40	(71)	31	(128)	35	

Total N = 400

* Significant at the .05 level using a chi-square test

** Significant at the .01 level or less using a chi-square test

TABLE A36

Percentage of Hamilton Area Women Who Express a Need For Information on Specific Programs or Seminars
Offered in Colleges or Universities by Measure of Depression

Programs or Seminars	Measure of Depression								Significance		
	Low 5		6		7		High 8			Total	
	(N)	%	(N)	%	(N)	%	(N)	%		(N)	%
Stress management courses	(29)	31	(38)	40	(47)	42	(53)	54	(167)	42	*
Time management courses	(26)	27	(30)	32	(36)	32	(34)	34	(126)	32	
Math readiness programs	(21)	22	(15)	16	(28)	25	(28)	28	(92)	23	
Study support groups	(21)	22	(13)	14	(21)	19	(19)	19	(74)	19	
Overcoming test anxiety courses	(15)	16	(11)	12	(24)	22	(21)	21	(71)	18	
Essay writing courses	(19)	20	(13)	14	(18)	16	(15)	15	(65)	16	
Seminars on note taking	(20)	21	(13)	14	(13)	12	(17)	17	(63)	16	
Overcoming math anxiety courses	(19)	20	(9)	10	(14)	13	(19)	19	(61)	15	
Reading readiness programs	(13)	14	(10)	11	(17)	15	(15)	15	(55)	14	
Assertiveness training	(20)	23	(24)	26	(49)	45	(39)	42	(132)	34	**

* Significant at the .05 level using a chi-square test

** Significant at the .01 level or less using a chi-square test

TABLE A39

Percentage of Hamilton Area Women Who Express a Need For Information
on Specific Programs or Seminars Offered in Colleges or Universities
by a Measure of Guilt

Programs or Seminars	Measure of Guilt								Significance
	Low 4 - 6		7 - 8		High 9 +		Total		
	(N)	%	(N)	%	(N)	%	(N)	%	
Stress management courses	(34)	27	(94)	46	(39)	56	(167)	42	**
Time management courses	(29)	23	(70)	34	(27)	39	(126)	32	*
Math readiness programs	(24)	19	(52)	25	(16)	23	(92)	23	
Study support groups	(15)	12	(44)	21	(15)	21	(74)	19	
Overcoming test anxiety courses	(20)	16	(40)	19	(11)	16	(71)	18	
Essay writing courses	(18)	15	(38)	18	(9)	13	(65)	16	
Seminars on note taking	(19)	15	(36)	18	(8)	11	(63)	16	
Overcoming math anxiety courses	(17)	14	(33)	16	(11)	16	(61)	15	
Reading readiness programs	(15)	12	(31)	15	(9)	13	(55)	14	
Assertiveness training	(37)	31	(71)	36	(24)	36	(132)	34	

Total N = 400

* Significant at the .05 level using a chi-square test

** Significant at the .01 level or less using a chi-square test

TABLE A40

Percentage of Hamilton Area Women Who Express a Need For Information
on Specific Programs or Seminars Offered in Colleges or Universities
by a Measure of Tension

Programs or Seminars	Measure of Tension								Significance
	Low 6 - 7		8 - 9		High 10 +		Total		
	(N)	%	(N)	%	(N)	%	(N)	%	
Stress management courses	(41)	29	(62)	47	(64)	50	(167)	42	**
Time management courses	(37)	26	(42)	32	(47)	37	(126)	32	
Math readiness programs	(30)	21	(28)	21	(34)	27	(92)	23	
Study support groups	(22)	16	(28)	21	(24)	19	(74)	19	
Overcoming test anxiety courses	(19)	14	(28)	21	(24)	19	(71)	18	
Essay writing courses	(24)	17	(23)	17	(18)	14	(65)	16	
Seminars on note taking	(22)	16	(23)	17	(18)	14	(63)	16	
Overcoming math anxiety courses	(18)	13	(18)	14	(25)	20	(61)	15	
Reading readiness programs	(17)	12	(15)	11	(23)	18	(55)	14	
Assertiveness training	(33)	24	(53)	41	(46)	38	(132)	34	**
Total N = 400									

* Significant at the .05 level using a chi-square test

** Significant at the .01 level or less using a chi-square test

TABLE A41

Percentage of Hamilton Area Women Who Express a Need for Information
on Specific Programs or Seminars Offered in Colleges or Universities
by a Measure of Self-Esteem

Programs or Seminars	Measure of Self-Esteem						Significance
	Low - Less Than or Equal to 20		High 21		Total		
	(N)	%	(N)	%	(N)	%	
Stress management courses	(65)	52	(102)	37	(167)	42	**
Time management courses	(41)	33	(85)	31	(126)	32	
Math readiness programs	(37)	30	(55)	20	(92)	23	*
Study support groups	(29)	23	(45)	16	(74)	19	
Overcoming test anxiety courses	(34)	27	(37)	14	(71)	18	**
Essay writing courses	(18)	14	(47)	17	(65)	16	
Seminars on note taking	(24)	19	(39)	14	(63)	16	
Overcoming math anxiety courses	(25)	20	(36)	13	(61)	16	
Reading readiness programs	(25)	20	(30)	11	(55)	14	*
Assertiveness training	(50)	43	(82)	31	(132)	34	*

Total N = 400

* Significant at the .05 level using a chi-square test

** Significant at the .01 level or less using a chi-square test

TABLE 5.1

Percentage of Hamilton Area Women Who Have Problems That Make it Difficult to Continue Their Education or Get Job Retraining by Educational Status

Problem	Educational Status								Total	Significance
	Presently Enrolled in an Academic or Job-Related Course	Took an Academic Course in Past	Presently Considering Enrolling in an Academic or Job-Related Course	Considered an Academic or Job-Related in Past	Never Considered An Academic Job-Related Course	(N)	%	(N)		
Lack of money	(11) 31	(14) 26	(30) 32	(24) 38	(48) 32	(127)	32	(127)	32	
Math skills	(5) 14	(8) 15	(20) 22	(13) 21	(47) 31	(93)	24	(93)	24	
Transportation	(3) 9	(7) 13	(17) 18	(18) 28	(38) 25	(83)	21	(83)	21	*
Lack of information about courses	(4) 11	(5) 9	(20) 22	(4) 6	(42) 28	(75)	19	(75)	19	**
Day care	(5) 15	(12) 24	(23) 25	(14) 22	(19) 13	(73)	19	(73)	19	
Lack of information about educational institutions	(3) 9	(4) 8	(19) 21	(6) 9	(34) 23	(66)	17	(66)	17	*
Shift work	(3) 9	(8) 15	(13) 14	(16) 25	(26) 17	(66)	17	(66)	17	
Age	(0) 0	(0) 0	(3) 3	(6) 9	(34) 23	(43)	11	(43)	11	**
Conflict with others on whether you should continue your education	(3) 9	(4) 8	(7) 8	(10) 16	(8) 5	(32)	8	(32)	8	
Writing skills	(2) 6	(0) 0	(3) 3	(3) 5	(21) 14	(29)	7	(29)	7	**
Reading skills	(3) 9	(0) 0	(4) 4	(1) 2	(19) 13	(27)	7	(27)	7	**
A physical handicap	(1) 3	(0) 0	(2) 2	(3) 5	(14) 9	(20)	5	(20)	5	*
Relocation	(1) 3	(0) 0	(5) 6	(4) 6	-	(10)	3	(10)	3	*

Total N = 400

* Significant at the .05 level using a chi-square test

** Significant at the .01 level or less using a chi-square test

TABLE 7.1

Percentage of Hamilton Area Women Who Would Like More Information on Specific Aspects
of Post Secondary Education by Educational Status

More Information About:	Educational Status								Total	Significance
	Presently Enrolled in an Academic or Job-Related Course	Took an Academic or Job-Related Course in Past	Presently Considering Enrolling in an Academic or Job-Related Course	Considered an Academic or Job-Related in Past	Never Considered An Academic or Job-Related Course	(N)	%	(N)		
Career options	(18) 51	(24) 45	(57) 61	(29) 45	(40) 27	(168)	43			**
Educational upgrading courses	(12) 34	(17) 32	(51) 55	(36) 56	(50) 33	(166)	42			**
Community college	(12) 35	(19) 36	(58) 62	(31) 48	(31) 21	(151)	38			**
Job retraining program	(10) 29	(21) 40	(48) 52	(35) 55	(35) 23	(149)	38			**
Skills assessment	(16) 46	(19) 36	(44) 47	(32) 50	(37) 25	(148)	38			**
Financial assistance	(13) 37	(13) 25	(43) 46	(27) 42	(40) 27	(136)	34			**
Counselling services on education	(15) 43	(16) 30	(44) 47	(27) 42	(31) 21	(133)	34			**
Co-op education	(12) 34	(12) 23	(36) 39	(22) 34	(21) 14	(103)	26			**
Correspondence courses	(6) 17	(10) 19	(20) 22	(21) 33	(29) 19	(86)	22			
University	(11) 31	(11) 21	(28) 30	(16) 25	(10) 7	(76)	19			**
Day care	(6) 18	(15) 29	(25) 27	(13) 20	(17) 11	(76)	19			*
Apprenticeship	(6) 17	(13) 25	(24) 26	(14) 22	(14) 9	(71)	18			**

Total N = 400

* Significant at the .05 level using a chi-square test

** Significant at the .01 level or less using a chi-square test

TABLE 7.2

Percentage of Hamilton Area Women Who Express a Need For Information on Specific Programs or Seminars
Offered in Colleges or Universities by Educational Status

Programs or Seminars	Educational Status										Total	Significance
	Presently Enrolled in an Academic or Job-Related Course	Took an Academic or Job-Related Course in Past	Presently Considering Enrolling in an Academic or Job-Related Course	Considered an Academic or Job-Related Course in Past	Never Considered An Academic or Job-Related Course							
	(N) %	(N) %	(N) %	(N) %	(N) %						(N) %	
Stress management courses	(19) 54	(22) 42	(53) 57	(24) 38	(46) 31						(164) 42	**
Time management courses	(16) 46	(18) 34	(40) 43	(23) 36	(27) 18						(124) 31	**
Math readiness programs	(5) 14	(10) 19	(33) 36	(16) 25	(27) 18						(91) 23	*
Study support groups	(7) 20	(4) 8	(25) 27	(18) 28	(18) 12						(72) 18	**
Overcoming test anxiety courses	(8) 23	(11) 21	(18) 19	(17) 27	(14) 9						(68) 17	*
Essay writing courses	(8) 23	(7) 13	(24) 26	(14) 22	(12) 8						(65) 17	**
Seminars on note taking	(8) 23	(4) 8	(26) 28	(11) 17	(13) 9						(62) 16	**
Overcoming math anxiety courses	(7) 20	(5) 9	(22) 24	(12) 19	(14) 9						(60) 15	*
Reading readiness programs	(5) 14	(4) 8	(17) 18	(9) 14	(19) 13						(54) 14	
Assertiveness training	(11) 36	(23) 43	(36) 40	(22) 37	(37) 26						(129) 34	

Total N = 400

* Significant at the .05 level using a chi-square test

** Significant at the .01 level or less using a chi-square test

APPENDIX B

Phone # _____

NON FULL-TIME STUDENT QUESTIONNAIRE

-1-

(IF EMPLOYED ASK: - OTHERS GO TO Q. 7)

5. What is your occupation?

6. What kind of business, industry or service is this?

7. Are you presently enrolled in any courses?

1 _____ No...GO TO Q. 15

2 _____ Yes ...PROCEED WITH Q. 8 - Q. 12

8. Is this course...(MARK ONE ONLY)(IF MORE THAN ONE COURSE, RECORD THE
ACADEMIC OR JOB-RELATED COURSE)

1 _____ an academic course

2 _____ a job-related course

3 _____ a hobby, craft, or recreation course

4 _____ a personal development, general interest course

5 _____ other (PLEASE SPECIFY) _____

9. Who organized this course - that is, who offered the course?

10. What is the field of study or type of course you are taking?

11. How many hours of instruction are there each week?

_____ hours

12. How many weeks will the course/program last?

_____ weeks

13. What is the most important reason for taking this course...

- 1 ____ to improve job opportunities
- 2 ____ or for personal interest and development?

14. Who paid the fee or tuition for the course?

- 1 ____ self
- 2 ____ family
- 3 ____ employer
- 4 ____ no fee
- 5 ____ Manpower and Immigration
- 6 ____ student loan
- 7 ____ other (SPECIFY) _____

15. What is the highest level of education you have completed?
(DO NOT READ LIST - MARK ONE ONLY).

- 01 ____ elementary school
- 02 ____ some secondary
- 03 ____ completed secondary/technical high school
- 04 ____ some college
- 05 ____ completed college
- 06 ____ some university
- 07 ____ completed university
- 08 ____ post graduate degree
- 09 ____ other (PLEASE SPECIFY) _____

16. And, how old were you when you completed _____?
(EDUCATION MENTIONED IN Q. 15)

_____ (AGE)

(ASK ONLY OF THOSE NOT ENROLLED IN AN ACADEMIC or JOB-RELATED COURSE)
(OTHERS GO TO Q.25)

17. Are you considering enrolling in an academic or job-related course at a community college or university?

1 ____ Yes...GO TO Q. 19

2 ____ No

18. Have you ever considered enrolling in an academic or job-related course at a community college or university?

1 ____ No...And why is that? _____

(GO TO Q. 25)

2 ____ Yes...Did you take that course?

1 ____ Yes...And, what year was that? _____

2 ____ No...Why did you decide not to? _____

19. What kind of course would that be?

1 ____ an academic course

2 ____ a job-related course

3 ____ other (PLEASE SPECIFY) _____

4 ____ don't know...GO TO Q. 25

20. Who organized this course - that is, who offered the course?

21. What is the field of study or type of course you would (wanted) like to take?

22. Is this a part-time or full-time course/program?

1 ____ full-time

2 ____ part-time

23. How many weeks will (did) the course/program last?

_____ weeks

24. Do (did) you know where to get information on this course?

1 ____ Yes...Where would that be? _____

2 ____ No

(FOR EVERYONE)

25. Are you aware of the: (INDICATE YES, NO, or DON'T KNOW)

(IF YES)

Have you had contact with

A ____ McMaster Mohawk Information Centre _____

B ____ Career Resource Centre at the
Hamilton Public Library _____

C ____ Counselling Department at McMaster _____

D ____ Counselling Department at Mohawk College _____

E ____ Any private education information centres
(PLEASE SPECIFY) _____

26. Would (do) you need (would you have needed) financial assistance to continue your education or to get job retraining?

1 ____ No

2 ____ Yes...Would this be from

1 ____ your family

2 ____ your employer

3 ____ a student loan

4 ____ Manpower and Immigration

5 ____ other (PLEASE SPECIFY) _____

6 ____ no one

7 ____ don't know

27. Would there be any problems that make it difficult for you to continue your education or get job retraining? Do you have a problem with....

(READ EACH SEPARATELY AND INDICATE YES, NO, or D.K.)

- a _____ transportation
- b _____ shift work
- c _____ day care (IF APPROPRIATE)
- d _____ would you need to move
- e _____ lack of money
- f _____ a physical handicap .
- g _____ age
- h _____ conflict with others on whether you should
continue your education such as your -

_____ spouse
_____ children
_____ parents
_____ others

- i _____ reading skills
- j _____ writing skills
- k _____ math skills
- l _____ lack of information about courses
- m _____ lack of information about educational institutions
- n _____ any others (PLEASE SPECIFY) _____

28. Thinking of the problems that make (or made) it difficult for you to continue your education, which was the most important, and could you tell me something about it?

29. Which of the following would you like to know more about? (READ EACH SEPARATELY
How about... AND INDICATE IF
YES, NO OR D.K.)

- a ____ community college
- b ____ university
- c ____ educational upgrading courses
- d ____ correspondence courses
- e ____ job retraining program
- f ____ apprenticeship
- g ____ co-op education
- h ____ counselling services on education
- i ____ skills assessment
- j ____ career options
- k ____ financial assistance
- l ____ day care
- m ____ any others - (PLEASE SPECIFY) _____

30. There are a number of programs or seminars offered in the colleges or universities to help students. Would you be interested in more information on (READ EACH SEPARATELY AND INDICATE YES, NO or D.K.)

- a ____ reading readiness programs
- b ____ math readiness programs
- c ____ seminars on note taking
- d ____ stress management courses
- e ____ time management courses
- f ____ essay writing seminars
- g ____ study support groups
- h ____ overcoming math anxiety courses
- i ____ overcoming test anxiety courses
- j ____ assertiveness training
- k ____ any others (PLEASE SPECIFY) _____

30.(a) Do you know where to get information on these courses or programs?

- 1 ____ Yes...Where would that be? _____
- 2 ____ No

MASTERY
(Personal Control)

31. This part of the questionnaire asks about how you have been feeling lately and how things are going these days in your life.

Please tell me whether you agree or disagree with the statements that I will read out to you. Do you agree, or disagree with each.

Lets begin:	Agree	Neither AgreeNor Disagree	Disagree
a) I have little control over the things that happen to me.	1	2	3
b) There is really no way I can solve some of the problems I have.	1	2	3
c) There is little I can do to change many of the important things in my life.	1	2	3
d) I often feel helpless in dealing with the problems of life.	1	2	3
e) Sometimes I feel that I am being pushed around in life.	1	2	3
f) What happens to me in the future mostly depends on me.	1	2	3
g) I can do just about anything I really set my mind to.	1	2	3
h) I feel that I have a number of good qualities.	1	2	3
i) I feel that I'm a person of worth at least equal to others.	1	2	3
j) I am able to do things as well as most other people.	1	2	3
k) I take a positive attitude toward myself.	1	2	3
l) On the whole I am satisfied with myself.	1	2	3
m) All in all, I'm inclined to feel that I'm a failure.	1	2	3

32. The following is a list of sentences that describe how you might have felt or behaved during the past few weeks. Please tell me how often you felt like this during the past few weeks. Was it rarely, occasionally or most of the time.

	Rarely	Occasion- ally	Most of the Time
a) I felt that people liked me.	1	2	3
b) I talked less than usual.	1	2	3
c) I felt sad.	1	2	3
d) I could not get going.	1	2	3
e) People were unfriendly.	1	2	3
f) I felt strong and healthy.	1	2	3
g) I felt nervous.	1	2	3
h) I felt under pressure.	1	2	3
i) I felt tense.	1	2	3
j) New situations made me tense	1	2	3
k) I startled easily	1	2	3

33. Do you have difficulty...

	No Difficulty	Would this be... Some Difficulty	A lot of Difficulty
a) speaking out	1	2	3
b) talking about concerns with others	1	2	3
c) expressing a point of view and debating it confidently with others	1	2	3
d) standing up for what you believe in	1	2	3

34. Sometimes decisions about what to do are hard to make. At these times do you...

	Would this be...		
	Never	Sometimes	Often
a) feel bad when you're not there when others need you	1	2	3
b) feel guilty when you are doing one thing and you should be doing another	1	2	3
c) feel that what you are doing is at the expense of others	1	2	3
d) feel that you have to do what is best for you and other people will just have to wait.	1	2	3

35. We would like to know your thoughts and feelings about yourself and the people who matter to you. I will read you descriptions of three different people. Would you please tell me the name of the person who is most like you.

a)	KIM	CHRIS	ROBIN
	Kim's family are devoted to Kim and love her. They always support her, listen to her and sympathize with her. They care about her a lot.	Chris' family are usually fond of Chris. They can be sympathetic, but do not always listen to her nor support her.	Robin's family are not devoted to Robin. They do not support her, listen to her or sympathize with her. They do not care about her or love her.
1	___ Kim		
2	___ Chris		
3	___ Robin		
b)	JODY	TOBY	SHAWN
	Jody rarely has a close friend that she can count on. She does not know that they will always be there for her to lean on and she does not support them.	Toby sometimes has a close friend who is there for her and who she can count on.	Shawn always has a close friend that she can count on, she does not have to worry about whether they will be there for her to lean on. She gives them the same support.
1	___ Jody		
2	___ Toby		
3	___ Shawn		

(SKIP IF NOT APPLICABLE)

c) MARY

Mary is rarely admired and praised by her husband/partner. He does not think she is important and worthy.

- 1 ___ Mary
- 2 ___ Bev
- 3 ___ Sandra

BEV

Bev is sometimes admired and praised by her husband/partner. She is not always reminded of her worth.

SANDRA

Sandra is constantly being admired by her husband/partner. He always praises her and thinks that she is important and worthy.

d) LESLIE

Leslie does not have a lot of different people she can lean on. She does not belong to a group of people who know each other and who would help one another when needed.

- 1 ___ Leslie
- 2 ___ Pat
- 3 ___ Chris

PAT

Pat sometimes has people she can lean on. She belongs to a group of people who sometimes help one another when needed.

CHRIS

Chris knows that there are a lot of different people she can lean on. She belongs to a group of many people who know each other and who always help one another out when needed.

FOR EVERYONE:

I have just a couple of important questions left -

36. Please tell me the highest level of school that both your parents completed (PLEASE CIRCLE) How about your Mother? Father?

	Mother	Father
elementary or less	1	1
some secondary	2	2
completed secondary	3	3
some college	4	4
completed college	5	5
some university	6	6
completed university	7	7
post graduate degree	8	8
other (specify _____)	9	9

37. I'll read out a list of income groupings. Please stop me when I have reached the range where your total family take home income lies.

1. ____ less than \$10,000
2. ____ \$10,000 - \$20,000
3. ____ \$20,000 - \$30,000
4. ____ \$30,000 - \$40,000
5. ____ \$40,000 - \$50,000
6. ____ \$50,000 - \$60,000
7. ____ \$60,000 or more

38. What changes need to be made to assist you to continue your education or to get further job retraining?

OR

If you were to consider continuing your education or planned to get further job retraining, what changes would need to be made to assist you?

39. Finally, what do you think could be done to improve womens' opportunities to continue their education?

40. We would like to come and talk in person to a few people about education and job retraining. May I call you again to arrange an interview?

1 _____ no

2 _____ yes...Could you tell me your name and address please so we could contact you further?

Name _____

Address _____

Length of interview in minutes _____



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